

## Part B State Annual Performance Report (APR) for 2008-2009

### Overview of the Annual Performance Report Development:

The Rhode Island Department of Education (RIDE) first compiled and analyzed data for the development of the Annual Performance Report (APR)/State Performance Plan (SPP) utilizing the expertise of internal personnel. A draft along with the data was reviewed with the Rhode Island Special Education Advisory Committee (RISEAC). RISEAC advises the Commissioner and Board of Regents for Elementary and Secondary Education on matters concerning: (a) the unmet educational needs of children with disabilities; (b) comments publicly on any rules or regulations proposed by the State regarding the education of children with disabilities; (c) advises the Rhode Island Department of Education in developing evaluations and reporting on data to the Secretary under section 618 of the IDEA; (d) advises the RIDE in developing corrective action plans to address findings identified in Federal Monitoring Reports under Part B of the IDEA; and (e) advises the RIDE in developing and implementing policies relating to the coordination of services for children with disabilities. Membership of the committee is composed of individuals involved in or concerned with the education of children with disabilities. Parents of children with disabilities birth through 26 maintain the majority of the Committee Membership. The Membership also includes individuals with disabilities, teachers, representatives of institutions of higher education, private schools, charter schools, state and local education officials, administrators of programs for children with disabilities foster care and homelessness, vocational, community or business organizations, juvenile and adult corrections and State Child Serving Agencies. The RISEAC reviewed the draft and provided suggestions and input. These were incorporated into the final copy of this document. Progress and slippage in meeting the targets in the SPP are discussed in detail in each indicator submitted to OSEP. All indicators are publicly available on the RIDE website at the following link:

[http://www.ride.ri.gov/Special\\_Populations/State\\_federal\\_regulations/Default.aspx](http://www.ride.ri.gov/Special_Populations/State_federal_regulations/Default.aspx).

Each year RIDE publicly reports per 34 CFR 300.602(b)(1)(i)(A). This year per OSEP, RIDE will publicly report on Indicators 1, 2, 3, 4A, 5, 8, 9, 10, 11, 12, 13, and 14. This, per OSEP, will occur no later than June 2, 2010. The link to access Rhode Island's public reporting information which details the performance of each LEA on the targets in the SPP is:

[https://www.eride.ri.gov/eride2K5/SPED\\_PublicReporting/](https://www.eride.ri.gov/eride2K5/SPED_PublicReporting/).

### **Indicator 1**

#### **Overview of the Annual Performance Report Development for Indicator 1:**

##### Graduating with a Regular High School Diploma in Rhode Island

The awarding of high school diplomas in Rhode Island is a Local Education Agency (LEA) decision based on the authority granted by the Rhode Island Board of Regents for Elementary and Secondary Education. In the 2007-08 school year, the Rhode Island High School Diploma System (described below) reached full implementation. Special education students meet the same proficiency requirements under the Rhode Island Diploma System as all students. Rhode Island does not offer a differentiated diploma system.

##### Rhode Island High School Reform

The Rhode Island Board of Regents for Elementary and Secondary Education approved high school regulations in January, 2003, and revised the regulations in September, 2008 (see: <http://www.ride.ri.gov/HighSchoolReform/default.aspx>). The regulations address the areas of literacy, personalization and graduation by proficiency. The regulations intend to improve the performance of high schools, increase graduation rates, improve post graduation outcomes and supports to students. A significant effect of the regulations has been the development of the Rhode Island Diploma System.

##### The Rhode Island Diploma System

Beginning with the Class of 2008, students will be required to demonstrate academic proficiency based on the Rhode Island Grade Level/Grade Span Expectations (GSE/GLEs), apply knowledge and skills in real world settings, and successfully complete a variety of challenging assessments in order to earn a high school diploma. In September 2008, the RI Board of Regents approved revised high school regulations which extend the 2003 regulations and added provisions for middle schools. Below are the 2003 requirements with the 2008 revisions noted:

- Completion of a minimum of 20 Carnegie units.
- Base up to 10% (revised to 33 1/3% by 2012) of the graduation decision on student performance on the State Assessment.
- Completion of a performance based requirement such as end of course exam, senior project, digital portfolio, Certificate of Initial Mastery (CIM) or similar requirement that demonstrates proficiency on the Rhode Island Grade Level/Grade Span Expectations (GSE/GLEs) and applied learning standards.

Local Education Agencies were awarded a designation of “approval withheld” (showing little or no evidence of implementation of the regulations) or “preliminary approval” (showing signs of implementation of the high school regulations) based on the Commissioners Review in January 2008. Each high school received guidance from RIDE in January 2009 on the next review process which will position schools to receive “full approval” by 2010. On site reviews of each high school began in the fall of 2009. The RI Board of Regents has established a 2012 deadline for all school to reach “full approval” status or the Regents may deny the LEA the authority to award high school diplomas.

Implementation of this review process, and the pressure to comply by 2012, is leading all high schools to aggressively implement the requirements of the high school regulations. The following areas are the focus of the Commissioners review process:

- Access/Opportunity – Evidence that ensures all students have a legitimate and fair opportunity to meet the RI Grade Level/Grade Span Expectations. All students have genuine access to rigorous programs that support their individual learning plans. Students have access to multiple pathways through high school to achieve the GSE/GLE's.
- Alignment – Evidence that the LEA has aligned curriculum with the RI GLE/GSE's and national content standards. The LEA has established evidence of expectations for student learning, employs applied learning across content areas and utilizes a variety of assessments.
- Sufficiency – Evidence that the LEA has established a method for specifying the numbers and types of assessment evidence for determining student proficiency.
- Fairness – Evidence that the LEA has provided valid opportunities for all students, including any sub groups of students, to demonstrate what they know. The LEA has implemented universally designed methods and instruments and has reviewed assessments for bias. Assessment results are communicated to students and families in a clear and timely manner and there is an open appeals process.
- Standard-Setting – Evidence that the LEA has a convincing rationale for the process of determining overall proficiency for graduation which is clearly tied to performance standards. In addition, the standard-setting process involves the community.

### Rhode Island NCLB Nonacademic Accountability Indicators

There are two types of nonacademic accountability indicators included in the Rhode Island Annual Yearly Progress (AYP) performance standards under NCLB. The first is *participation rate*; schools and districts must test at least 95% of their enrolled students in ELA and mathematics.

The second nonacademic indicator measures *attendance* at the elementary and middle school levels and *graduation rate* at the high school level. RIDE stipulates that every school must have a 95% high school graduation rate by the year 2014.

### **Rhode Island Graduation Rate AMOs**

<b>Year</b>	<b>AMO</b>
2014	95.0
2013	90.9
2012	87.0
2011	83.1
2010	79.2
2009	79.2
2008*	79.2
2007	75.3
2006	75.3
2005	75.3
2004	71.4
2003	71.4
2002	71.4

\* This 2008 AMO is applied to the graduating class of 2007 as one of the targets used in the classification of high schools for the 2007-08 school year.  
Source: Rhode Island Accountability Technical Bulletin, 2008

The Rhode Island NCLB graduation requirement will clearly hold implications for students in special education. If high schools do not meet the required graduation rates, progressive levels of intervention will be ordered.

### Implications for the Special Education Graduation Rate

The implications of the Rhode Island Diploma System present a major opportunity for ensuring all students achieve high expectations. By providing students multiple methods to meeting an LEA's proficiency requirements, (Course credits, performance on state assessment, comprehensive course assessments, portfolio, senior project, CIM, etc.) it is anticipated that more students will achieve proficiency and graduate with a high school diploma ready for entry into post-secondary education and training. Implementation of the Rhode Island Diploma system has also defined a clear set of expectations for all students in the state. The process has encouraged LEAs to

carefully examine the value of their current diploma and examine the needs of student's not meeting proficiency expectations. The request for technical assistance from the districts for universal design, collaborative teaching, literacy interventions and other practices that would benefit special education students has increased with the implementation of the RI Diploma System.

The specific impact on graduation rates for students in special education is difficult to predict, however many high schools have begun rigorous examination of data through the Commissioners Review process which has informed them of the progress of special education students and access to the general education curriculum. It is anticipated that the work of the high schools in meeting the RI Diploma System requirements and the RI High School Regulations will improve access for students in special education to the general education curriculum. Informal observation from the RIDE School Support Visit (monitoring system) has indicated an increased awareness of the gaps in performance of students in special education and districts intentionally aligning resources to address performance gaps.

#### Reliability of the Graduation/Dropout Data

The Rhode Island Department of Education moved to the cohort measurement formula described in the measurement section in 2007. With the implementation of this system which verifies each students reported status through the students' universal identifier, RIDE obtained a more accurate picture of the graduation and dropout rates for youth in special education. RIDE first reported graduation and dropout rates based on the cohort formula in the April 2008 APR Revision. The baseline graduation rate of 55.9% for students in special education was established and the rigorous and measurable targets (below) were calibrated.

#### **Monitoring Priority: FAPE in the LRE**

1. **Indicator 1:** Percent of youth with IEPs graduating from high school with a regular diploma.

(20 U.S.C. 1416 (a)(3)(A))

**Measurement:** States must report using the graduation rate calculation and timeline established by the Department under the ESEA.

Beginning in 2007 Rhode Island integrated the data collection for graduation and dropout rates for special education students with the state's student information system. Rhode Island's student information system includes a unique state assigned student identifier (SASID) for every student in the state. The integration of the special education graduation and dropout data collection system into the Rhode Island student information system has allowed the state to generate a valid and reliable picture of the graduation and dropout situation. The cohort formula (four year graduation rate) utilized for graduation rate is:

$$\text{Annual Graduation Rate} = \frac{\text{\# of students in cohort who graduated in 4 years or less}}{[\text{number of first time entering 9}^{\text{th}} \text{ graders}] - \text{transfers out} + \text{transfers in}} \times 100$$

<b>FFY</b>	<b>Measurable and Rigorous Target</b>
<b>2008</b> (2007-2008)	<b>56.9% of the students in Special Education will graduate with a regular high school diploma issued by their local education agency.</b>
<b>2009</b> (2008-2009)	<b>57.9% of the students in Special Education will graduate with a regular high school diploma issued by their local education agency.</b>
<b>2010</b> (2009-2010)	<b>58.9% of the students in Special Education will graduate with a regular high school diploma issued by their local education agency.</b>
<b>2011</b> (2010-2011)	<b>59.9% of the students in Special Education will graduate with a regular high school diploma issued by their local education agency.</b>

**Actual Data for 2008:**

<b>Exit Type</b>	<b>Special Education</b>			<b>All Students</b>		
<b>Year/Cohort Count</b>	<b>2007 APR</b> (2006-2007) Cohort Count 3,450	<b>2008 APR</b> (2007-2008) Cohort Count 2,960	<b>Increase/ Decrease</b>	<b>2007 APR</b> (2006-2007) Cohort Count 14,915	<b>2008 APR</b> (2007-2008) Cohort Count 13,198	<b>Increase/ Decrease</b>
Percent Graduated	55.9% (1,929)	55.9% (1,656)	0	70.1% (10,459)	73.9% (9,757)	+3.8%
Percent Dropped Out	27.7% (955)	25.4% (753)	-2.3%	19.2% (2,868)	15.5% (2,049)	-3.7%
Percent Completed GED	4.6% (159)	4.0% (118)	-0.6%	4.6% (689)	3.2% (426)	-1.4%
Percent Retained/ Still in School	11.8% (407)	14.6% (433)	+2.8%	6.0% (899)	7.3% (966)	+1.3%

**Discussion of Improvement Activities Completed and Explanation of Progress or Slippage that occurred for 2008:**

Baseline for the percent of students in Special education graduating with a regular high school diploma as established in the 2007 APR at 55.9% with an improvement target of 56.9%. Rhode Island achieved a 55.9% graduation rate. The state did not meet the measurable and rigorous target.

From the actual data, the figure of interest was the increase of 2.8% in the number of students who remained in school after four years. The Rhode Island High School regulations speak to the need for schools to create alternative pathways for students to achieve proficiency in the RI High School Diploma System even if the student's pathway will require the student to remain enrolled beyond four years of high school. In special education, this has resulted in a variety of transition programs at the regional and local levels focused on students who require more than four years of high school to achieve proficiency and graduate to self-sufficiency. The increase of 2.8% of students in special education remaining enrolled beyond four years could be a result of the alternative pathway programming. Of equal significance is the decline in the dropout rate which will be discussed in Indicator #2.

Completed improvement activities are described on the table below.

**Revisions, with Justification, to Proposed Targets / Improvement Activities / Timelines / Resources for 2008:**

Although Rhode Island did not meet the measurable and rigorous target for FFY 2008, the state has chosen not to revise targets at this time pending the further implementation of the Rhode Island Diploma System and possible revision under Title I adjusted cohort rates when enacted.

<b>2007 Improvement Activities</b>	<b>Timelines</b>	<b>Resources</b>	<b>Status</b>
Development and implementation of a valid and reliable data system for collecting and reporting graduation rates for special education students that is the same system as all students.	By December 2007	Personnel from the RIDE Office for Diverse Learners and Office of Network and Information Services	Complete
Implementation of Rhode Island High School Regulations - Commissioners Review & Approval.	Official designations were released in January 2008.  Next review begins Spring, 2009 with full approval available beginning in 2010. All schools must meet full approval by 2012.	RIDE, Office of High School & Middle School Redesign.  Participation of RIDE, Office for Diverse Learners personnel representing special education and ELL.	Ongoing  Designations released January, 2008. No schools received "full approval", most received "preliminary approval", some received "approval withheld" indicating the need for significant action.

			On site review process began fall, 2009 to move toward full approval by 2012.
Reassignment of RI Department of Education, Office for Diverse Learners personnel to align with districts in need of intervention. Assign appropriate personnel to Progressive Support and Intervention Teams (P,S & I) targeting LEAs with high schools "in need of intervention".	September 2006	RIDE, Office for Diverse Learners personnel have been assigned to the LEAs with high schools that are in need of intervention.	Complete
Monitor impact on the graduation rate for students in special education based on implementation of the Rhode Island Diploma System and utilization of the new cohort formula. Develop district level reporting and performance indications.	2008-2010	RDE, Office for Diverse Learners personnel  Provide analysis on the impact and develop corrective actions in processes as necessary.	Ongoing  District level reporting available as of 2007. LEAs including plans to improve graduation rates in the LEAs application to RIDE for state and federal aid beginning with 2008FY grant submission.
Support to school personnel on implementation of Response to Intervention and progress monitoring at the secondary level and promote implementation of co-teaching models being adopted by all districts.	2008, ongoing  RIDE Leadership Forum for the spring of 2008 will be devoted to the topic of co-teaching at the secondary level.	RI Department of Education, Office for Diverse Learners personnel  Alignment of contracts for professional development toward RTI and co-teaching.	Ongoing  Statewide training completed spring 2008 and follow up forum held fall 2008. Targeted intervention with volunteer districts began September 2008 and continued in 2009.
<b>2008 Improvement Activities</b>	<b>Timelines</b>	<b>Resources</b>	<b>Status</b>
Examine the targeted graduation improvement activities in LEAs federal and state grant	Spring 2009 (utilizing 2007 data). LEA grants are due in May of	RIDE, Office for Diverse Learners personnel	Implemented and ongoing.

submissions with improvements in graduation rate data. Target districts with rates below the state average.	each year.		
<b>2009 Improvement Activities</b>	<b>Timelines</b>	<b>Resources</b>	<b>Status</b>
Identify reducing dropout rate and increasing graduation rates as a state priority through policy forums, funding priorities and district accountability.	Fall 2009	RIDE Personnel and partner organizations.	RI to host America's Promise forum in October, 2009. Kids Count Release of Policy Brief, October 2009, <a href="http://www.rikidscount.org">www.rikidscount.org</a> .

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### Overview of the Annual Performance Report Development for Indicator 2:



### **Defining a Dropout in Rhode Island**

Rhode Island's definition of a dropout is the same as that defined by the National Center on Educational Statistics. The following is adapted from one of the NCES publications on Dropout (<http://nces.ed.gov/pubs2004/dropout00-01/>). The definition determines whether an individual is a dropout by his or her enrollment status at the beginning of the school year (the same day used for the enrollment count).

Beginning in 1990, NCES defined a dropout as an individual who

1. was enrolled in school at some time during the previous school year (e.g., 1999-2000); and
2. was not enrolled at the beginning of the current school year (e.g., 2000-01); and
3. has not graduated from high school or completed a state- or district-approved educational program; and
4. does not meet any of the following exclusionary conditions:
  - transfer to another public school district, private school, or state- or district approved educational program (including correctional or health facility programs);
  - temporary absence due to suspension or school-excused illness; or
  - death.

Individuals who complete 1 year of school but fail to enroll at the beginning of the subsequent year ("summer dropouts") are counted as dropouts from the school year and grade in which they fail to enroll. Those who leave secondary education but are enrolled in an adult education program at the beginning of the school year are considered dropouts. Dropout status is determined by a student's status on October 1<sup>st</sup>. Students who receive their GED certificate by October 1 are not counted as dropouts if the state or district recognizes this as an approved program. Although a student whose whereabouts are unknown is considered a dropout, states are not required to count students who leave the United States as dropouts even if there is no information about such students' subsequent enrollment status. A student can be counted as a dropout only once for a single school year but can, if he or she repeatedly drops out and re-enrolls, appear as a dropout in more than 1 year.

Rhode Island utilized the same dropout data reporting system for students in general education and special education. Students enrolled in charter schools, state operated schools including youth and adult corrections facilities and private special education school placements are included in the dropout counts.

### Reducing Dropouts - Rhode Island High School Reform:

The Rhode Island Board of Regents for Elementary and Secondary Education approved regulations for the reform of high schools in January 2003 and revised the regulations in September 2008. The regulations address the areas of literacy, personalization and graduation by proficiency. The regulations intend to improve the performance of high schools, increase graduation rates, improve post graduation outcomes and improve supports to students. A significant effect of the regulations has been the development of literacy intervention strategies and personalization strategies supporting students to remain in school. (See indicator 1 for more information on the Rhode Island High School Regulations and the RI Diploma System).

### Literacy Intervention Strategies

Rhode Island has established the linkage between poor literacy skills and the inability for students to access a challenging and rigorous curriculum. Further, student with poor literacy skills rapidly become disenfranchised and become risk for dropping out. The Rhode Island High School Regulations require LEAs to assess students, report the results, design a series of interventions and monitor and adjust as necessary. The RIDE provided a complete review of each LEAs literacy intervention system in July 2006 and again in October 2007. RIDE will review each LEAs

literacy intervention system as part of the Commissioners' Review beginning in 2009 as LEAs seek full approval for their diploma systems.

### **Personalization Strategies**

The Rhode Island High School Regulations call for high schools to develop strategies to improve supports to students. Schools have begun implementation of several strategies to meet this requirement. Early adopters of these strategies have reported improved attendance rates, reduced referral and discipline rates and overall improvement in school climate. The personalization strategies have implications for special education students since all reported interventions have been applied to the entire student population. RIDE provided a Commissioners Review of each high school's personalization strategies in July 2006 again in October 2007. RIDE will review each LEAs literacy intervention system as part of the Commissioners' Review beginning in 2009 as LEAs seek full approval for their diploma systems.

### **Progressive Support and Intervention**

Under NCLB, RIDE has developed the Progressive Support and Intervention Office (PS&I) to facilitate intervention with LEAs that are not meeting the states performance targets. The Sanction or Intervention categories are described below. Districts under corrective action under No Child Left Behind are receiving direct intervention from the PS&I Office. In 2005, 17 Rhode Island high schools were in one of the five "in need of improvement" categories. In 2006, 23 high schools were showing insufficient progress, 14 schools were in this designation for the first time (watch status). In 2007 there were 20 high schools in need of improvement and 11 high schools were in designated for the first time. In 2008, of the 57 high schools in the state, 26 met all of the AYP targets (46%). Participation in assessment targets and graduation rates were added to the school performance formulas beginning with the 2006 reporting. Several of the interventions being provided by RIDE are directly targeted for failing high schools. (Complete reports are available at: <http://www.eride.ri.gov/reportcard/08/default.asp>).

### **RI Sanction or Intervention Categories**

Every school receives an accountability status designation to further explain the consequences of its classification from a multiple-year perspective. Some of the sanction codes apply only to schools receiving federal Title I funds.

### **General Sanction or Intervention Status Key**

- 1 - New School (first year of operation)
- 2 - Watch (a school with *Insufficient Progress* or in a *Caution* status for the first year)
- 3 - In Need of Improvement, Choice (Title I school)
- 4 - In Need of Improvement, Supplemental Services (Title I school)
- 5 - In Need of Improvement, Corrective Action (Title I school)
- 6 - In Need of Improvement, Delay, first year making AYP for a school "In Need of Improvement" in the prior year.
- 7 - In Need of Improvement, PS&I, non-Title I school, two or more years of not meeting AYP in the same content area or nonacademic indicator.
- 8 - In Need of Improvement, Restructuring (Title I school) (A separate indicator will present number of years in restructuring.)
- T - Title I school

\* A school may receive multiple codes. For example, a T, 3, 4 school is a Title I school providing both Choice (to select another school) and Supplemental Educational Services.

### **Rhode Island Dropout Prevention Summit**

The dropout crisis in the state became more apparent with the application of the cohort formula for calculating the graduation and dropout rates last year. Several LEAs that had historically reported state average dropout rates saw a significant jump once they were held accountable to the numbers of students who were simply reported as missing in their data. This has created a public concern for the dropout rate in the state with particular focus on the urban school districts. This year RIDE has formed a partnership with Kids Count to raise the public awareness of the high dropout rates (related information at: <http://www.rikidscount.org/matriarch/documents/HSGradRate%20Supplement.pdf>). In 2008 RIDE and Kids Count will be hosting a Dropout Prevention Summit and the RIDE Leadership Series (statewide capacity building summits held three times per year) have been completely devoted to the topic of dropout prevention.

### The Dropout Rate for Students in Special Education

RIDE, Office for Diverse Learners staff are directly involved with the development and delivery of training and technical assistance under the Rhode Island High School Regulations and the RI Diploma System particularly in the areas of Equity, Access and Fairness. Principles of universal design, Response to Intervention and collaborative instruction have been fully integrated into the training and are integral criteria in the Commissioners Review.

Progressive Support and Intervention was designed and is being implemented as an “all students” initiative. RIDE Office for Diverse Learners staff serve on all PS&I teams providing interventions for districts and schools in need of improvement. Office resources have been aligned to support the schools that are not meeting the expected graduation and dropout targets. RIDE has adopted the IES Practice Guide: Dropout Prevention (2008) Recommendations as a template for discussions with LEAs about practices within the schools for reducing the dropout rates and identifying capacity needs (see: [http://ies.ed.gov/ncee/wwc/pdf/practiceguides/dp\\_pg\\_090308.pdf](http://ies.ed.gov/ncee/wwc/pdf/practiceguides/dp_pg_090308.pdf)).

### Monitoring Priority: FAPE in the LRE

**Indicator 2 –:** Percent of youth with IEPs dropping out of high school.

(20 U.S.C. 1416 (a)(3)(A))

**Measurement:** Beginning in 2007 Rhode Island integrated the data collection for graduation and dropout rates for special education students with the state’s student information system. Rhode Island’s student information system includes a unique state assigned student identifier (SASID) for every student in the state. The integration of the special education graduation and dropout data collection system into the Rhode Island student information system has allowed the state to generate a valid and reliable picture of the graduation and dropout situation. The cohort formula (four year graduation rate) utilized for graduation rate is:

$$\text{2007-08 Annual Dropout Rate} = \frac{(\text{Dropouts} - \text{Returned Dropouts})}{\text{October 1, 2006 Grade 9 – 12 Enrollment}} \times 100$$

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FFY	Measurable and Rigorous Target
<b>2008</b> (2007-2008)	26.7% The dropout rate for students in Special Education will be reduced by 1%.
<b>2009</b> (2008-2009)	25.7% The dropout rate for students in Special Education will be reduced by 1%.
<b>2010</b> (2009-2010)	24.7% The dropout rate for students in Special Education will be reduced by 1%.
<b>2011</b> (2010-2011)	23.7% The dropout rate for students in Special Education will be reduced by 1%.

**Actual Data for 2008:**

Exit Type	Special Education			All Students		
Year/Cohort Count	<b>2007 APR</b> (2006-2007) Cohort Count 3,450	<b>2008 APR</b> (2007-2008) Cohort Count 2,960	<b>Increase/ Decrease</b>	<b>2007 APR</b> (2006-2007) Cohort Count 14,915	<b>2008 APR</b> (2007-2008) Cohort Count 13,198	<b>Increase/ Decrease</b>
Percent Graduated	55.9% (1,929)	55.9% (1,656)	0	70.1% (10,459)	73.9% (9,757)	+3.8%
Percent Dropped Out	27.7% (955)	25.4% (753)	-2.3%	19.2% (2,868)	15.5% (2,049)	-3.7%
Percent Completed GED	4.6% (159)	4.0% (118)	-0.6%	4.6% (689)	3.2% (426)	-1.4%
Percent Retained/ Still in School	11.8% (407)	14.6% (433)	+2.8%	6.0% (899)	7.3% (966)	+1.3%

**Discussion of Improvement Activities Completed and Explanation of Progress or Slippage that occurred for 2008:**

Baseline for the percent of students in special education dropping out as established in the 2007 APR at 27.7%. The target for the 2008 FFY was 26.7%. The actual dropout rate for FFY 2008 was 25.4%. Rhode Island achieved the measurable and rigorous target and experienced a 2.4% decline in the dropout rate.

Completed improvement activities are described in the table below.

**Revisions, with Justification, to Proposed Targets / Improvement Activities / Timelines / Resources for 2007:**

Rhode Island achieved the measurable and rigorous target for FFY 2008. Revisions to the measurable and rigorous targets will not be made at this time.

<b>2007 Improvement Activities</b>	<b>Timelines</b>	<b>Resources</b>	<b>Status</b>
Development and implementation of a valid and reliable data system for collecting and reporting graduation rates for special education students that is the same system as all students.	By December 2007 - Accomplished	Personnel from the RIDE Office for Diverse Learners and Office of Network and Information Services	Complete
Implementation of Rhode Island High School Regulations - Commissioners Review & Approval.	Official designations were released in January 2008.  Next review begins Spring, 2009 with full approval available beginning in 2010. All schools must meet full approval by 2012.	RIDE, Office of High School & Middle School Redesign.  Participation of RIDE, Office for Diverse Learners personnel representing special education and ELL.	Ongoing  Designations released January, 2008. No schools received full approval, most received "preliminary approval", some received "approval withheld" indicating the need for significant action. On site review process began fall, 2009 to move toward full approval by 2012.
Reassignment of RI Department of Education, Office for Diverse Learners personnel to align with	September 2006	RI Department of Education, Office for Diverse Learners personnel have been	Complete

districts in need of intervention. Assign appropriate personnel to Progressive Support and Intervention Teams (P,S & I) targeting LEAs with high schools "in need of intervention".		assigned to the LEAs with high schools that are in need of intervention.	
<b>2008 Improvement Activities</b>	<b>Timelines</b>	<b>Resources</b>	<b>Status</b>
Monitor impact on the dropout rate for students in special education based on implementation of the Rhode Island Diploma System and utilization of the new cohort formula. Develop district level reporting and performance indications.	2008-2010	RI Department of Education, Office for Diverse Learners personnel  Provide analysis on the impact and develop corrective actions in processes as necessary.	Ongoing  District level reporting available as of 2007. LEAs including plans to reduce dropout rates in the LEAs application to RIDE for state and federal aid beginning with 2008FY grant submission.
Support to school personnel in training and implementation of effective research based dropout prevention strategies to improve school retention.	2008, ongoing	RI Department of Education, Office for Diverse Learners, Adult & Career & Technical Education and Office for High School/Middle School Redesign personnel.	Ongoing  Adopted the IES Practice Guide: Dropout Prevention (2008) Recommendations as a template for discussions with LEAs and identifying capacity needs. RIDE will review and publicize promising practices in dropout prevention.
<b>2009 Improvement Activities</b>	<b>Timelines</b>	<b>Resources</b>	<b>Status</b>
Examine the targeted dropout reduction activities in LEAs federal and state grant submissions with reductions in dropout rate data. Target districts with rates below the state	Spring 2009 (utilizing 2007 data). LEA grants are due in May of each year.	RIDE, Office for Diverse Learners personnel	New

average.			
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## Part B State Annual Performance Report (APR) for FFY 2008

### Overview of the Annual Performance Report Development:

The Rhode Island Department of Education (RIDE) first compiled and analyzed data for the development of the Annual Performance Report (APR)/State Performance Plan (SPP) utilizing the expertise of internal personnel. A draft along with the data was reviewed with the Rhode Island Special Education Advisory Committee (RISEAC). RISEAC advises the Commissioner and Board of Regents for Elementary and Secondary Education on matters concerning: (a) the unmet educational needs of children with disabilities; (b) comments publicly on any rules or regulations proposed by the State regarding the education of children with disabilities; (c) advises the Rhode Island Department of Education in developing evaluations and reporting on data to the Secretary under section 618 of the IDEA; (d) advises the RIDE in developing corrective action plans to address findings identified in Federal Monitoring Reports under Part B of the IDEA; and (e) advises the RIDE in developing and implementing policies relating to the coordination of services for children with disabilities. Membership of the committee is composed of individuals involved in or concerned with the education of children with disabilities. Parents of children with disabilities birth through 26 maintain the majority of the Committee Membership. The Membership also includes individuals with disabilities, teachers, representatives of institutions of higher education, private schools, charter schools, state and local education officials, administrators of programs for children with disabilities foster care and homelessness, vocational, community or business organizations, juvenile and adult corrections and State Child Serving Agencies. The SEAC reviewed the draft and provided suggestions and input. These were incorporated into the final copy of this document. Progress and slippage in meeting the targets in the SPP are discussed in detail in each indicator submitted to OSEP. All indicators are publicly available on the RIDE website at the following link:

[http://www.ride.ri.gov/Special\\_Populations/State\\_federal\\_regulations/Default.aspx](http://www.ride.ri.gov/Special_Populations/State_federal_regulations/Default.aspx).

Each year RIDE publicly reports per 34 CFR 300.602(b)(1)(i)(A). This year per OSEP, RIDE will publicly report on Indicators 1, 2, 3, 4A, 5, 8, 9, 10, 11, 12, 13, and 14. This, per OSEP, will occur no later than June 2, 2010. The link to access Rhode Island's public reporting information which details the performance of each LEA on the targets in the SPP is:

[https://www.eride.ri.gov/eride2K5/SPED\\_PublicReporting/](https://www.eride.ri.gov/eride2K5/SPED_PublicReporting/).

### Monitoring Priority: FAPE in the LRE

**Indicator 3:** Participation and performance of children with IEPs on statewide assessments:

- A. Percent of the districts with a disability subgroup that meets the State's minimum "n" size that meet the State's AYP targets for the disability subgroup.
- B. Participation rate for children with IEPs.
- C. Proficiency rate for children with IEPs against grade level, modified, and alternate academic achievement standards.

**Measurement:**

A. AYP percent = [(# of districts with a disability subgroup that meets the State's minimum "n" size that meet the State's AYP targets for the disability subgroup) divided by the (total # of districts that have a disability subgroup that meets the State's minimum "n" size)] times 100.

B. Participation rate percent = [(# of children with IEPs participating in the assessment) divided by the (total # of children with IEPs enrolled during the testing window, calculated separately for reading and math)]. The participation rate is based on all children with IEPs, including both children with IEPs enrolled for a full academic year and those not enrolled for a full academic year.

C. Proficiency rate percent = [(# of children with IEPs enrolled for a full academic year scoring at or above proficient) divided by the (total # of children with IEPs enrolled for a full academic year, calculated separately for reading and math)].

**Targets and Actual Target Data for FFY 2008:**

<b>Actual Target Data for FFY 2008 (2008-2009)</b>	<b>Districts Meeting AYP for Disability Subgroup (3A)</b>		67%
	<b>Participation for Students with IEPs (3B)</b>		100%
	<b>Proficiency for Students with IEPs (3C)</b>		
	Mathematics		Reading
	Grade 3	33% proficient or above	36% proficient or above
	Grade 4	29% proficient or above	30% proficient or above
	Grade 5	27% proficient or above	29% proficient or above
	Grade 6	20% proficient or above	24% proficient or above
	Grade 7	18% proficient or above	23% proficient or above
	Grade 8	19% proficient or above	26% proficient or above
	Grade 11	17% proficient or above	25% proficient or above

**3.A - Actual AYP Target Data for FFY 2008:**

**Districts with a disability subgroup that meet the State's minimum "n" size AND met the State's AYP target for the disability subgroup.**

Districts meeting AYP for Students with Disabilities	English Language Arts & Mathematics
FFY 2008 (2008-2009)	28 out of 36 districts 78%



**3B – Actual Participation Target Data for FFY 2008:**

Statewide Assessment 2008-2009	Math Assessment (Participation)							Total	
	Grade 3	Grade 4	Grade 5	Grade 6	Grade 7	Grade 8	Grade 11		
	#	%							
a) Children with IEPs	1704	1748	1952	2039	2085	2178	1816	13522	
b) IEPs in regular assessment with no accommodations (%)	760 44.6%	660 37.8%	654 33.5%	633 31.0%	677 32.5%	841 38.6%	949 52.3%	5174	38.3%
c) IEPs in regular assessment with accommodations (%)	837 49.1%	967 55.3%	1203 61.6%	1303 63.9%	1287 61.7%	1185 54.4%	653 36.0%	7435	55.0%
d) IEPs in alternate assessment against grade-level standards	Rhode Island does not have alternate assessment that assesses children against grade level standards.								
e) IEPs in alternate assessment against modified standards	Rhode Island does not have alternate assessment that assesses children against modified standards.								
e) IEPs in alternate assessment against alternate standards (%)	67 3.9%	66 3.8%	61 3.1%	67 3.3%	74 3.5%	72 3.3%	54 3.0%	461	3.4%
Overall (b+c+d+e+f)	1664 97.7%	1693 96.9%	1918 98.3%	2003 98.2%	2038 97.7%	2098 96.3%	1656 91.2%	13070	96.7%
Below are included in (a) but not included in b, c, d, e, or f									
Exemptions	2	3	3	6	1	5	56	76	0.6%
Invalid Results	13	31	16	16	24	28	19	147	1.1%
Not Tested Other	25	21	15	14	22	47	85	229	1.7%

Statewide Assessment 2008-2009	Reading (Participation)							Total	
	Grade 3	Grade 4	Grade 5	Grade 6	Grade 7	Grade 8	Grade 11		
	#	%							
a) Children with IEPs	1705	1749	1954	2041	2084	2182	1819	13534	
b) IEPs in regular assessment with no accommodations (%)	769 45.1%	664 38.0%	611 31.3%	630 30.9%	676 32.4%	714 32.7%	834 45.8%	4898	36.2%

c) IEPs in regular assessment with accommodations (%)	829 48.6%	968 55.3%	1246 63.8%	1309 64.1%	1287 61.8%	1309 60.0%	766 42.1%	7714	57.0%
d) IEPs in alternate assessment against grade-level standards	Rhode Island does not have alternate assessment that assesses children against grade level standards.								
e) IEPs in alternate assessment against modified standards	Rhode Island does not have alternate assessment that assesses children against modified standards.								
f) IEPs in alternate assessment against alternate standards (%)	63 3.7%	71 4.1%	59 3.0%	74 3.6%	75 3.6%	66 3.0%	53 2.9%	461	3.4%
Overall (b+c+d+e+f)	1661 97.4%	1703 97.4%	1916 98.1%	2013 98.6%	2038 97.8%	2089 95.7%	1653 90.9%	13073	96.6%
Children included in a but not included in the other counts above									
Exemptions	4	3	4	5	2	6	56	80	0.6%
Invalid Results	17	25	8	9	23	18	18	118	0.9%
Not tested other	23	18	26	14	21	69	92	263	1.9%

### 3.C – Actual Performance Target Data for FFY 2008

Statewide Assessment 2008-2009 % Proficient	Math Assessment (Performance = Proficient or better)							Total	
	Grade 3	Grade 4	Grade 5	Grade 6	Grade 7	Grade 8	Grade 11	#	%
a) Children with IEPs	1624	1647	1848	1920	1957	2056	1706	12758	
b) IEPs in regular assessment with no accommodations (%)	331 20.4%	278 16.9%	225 12.2%	147 7.7%	138 7.1%	167 8.1%	51 3.0%	1337	10.5%
c) IEPs in regular assessment with accommodations (%)	191 11.8%	216 13.1%	271 14.7%	220 11.5%	145 7.4%	130 6.3%	25 1.5%	1198	9.4%
d) IEPs in alternate assessment against grade-level standards	Rhode Island does not have alternate assessment that assesses children against grade level standards.								
e) IEPs in alternate assessment against modified standards	Rhode Island does not have alternate assessment that assesses children against modified standards.								
f) IEPs in alternate assessment against alternate standards (%)	25 1.5%	33 2.0%	30 1.6%	23 1.2%	27 1.4%	25 1.2%	24 1.4%	187	1.5%
Overall (b+c+d+e+f) Proficient	547 33.7%	527 32.0%	526 28.5%	390 20.3%	310 15.8%	322 15.7%	100 5.9%	2722	21.3%

Statewide Assessment 2008-2009 % Proficient	Reading (Performance = Proficient or better)							Total	
	Grade 3	Grade 4	Grade 5	Grade 6	Grade 7	Grade 8	Grade 11		
	#	%							
a) Children with IEPs	1627	1649	1849	1860	1957	2060	1709	12711	
b) IEPs in regular assessment with no accommodations (%)	391 24.0%	287 17.4%	192 10.4%	220 11.8%	271 13.8%	152 7.4%	189 11.1%	1702	13.4%
c) IEPs in regular assessment with accommodations (%)	191 11.7%	229 13.9%	227 12.3%	298 16.0%	314 16.0%	194 9.4%	131 7.7%	1584	12.5%
d) IEPs in alternate assessment against grade-level standards	Rhode Island does not have alternate assessment that assesses children against grade level standards.								
e) IEPs in alternate assessment against modified standards	Rhode Island does not have alternate assessment that assesses children against modified standards.								
f) IEPs in alternate assessment against alternate standards (%)	32 2.0%	37 2.2%	33 1.8%	30 1.6%	32 1.6%	33 1.6%	24 1.4%	221	1.7%
Overall (b+c+d+e+f) Proficient	614 37.7%	553 33.5%	452 24.4%	548 29.5%	617 31.5%	379 18.4%	344 20.1%	3507	27.6%

2008 (2008-2009)	AYP			67%	Met Target
	Participation			100%	Did not meet target
	Proficiency				
		Mathematics		Reading	
	Grade 3	33% proficient or above	Met target	36% proficient or above	Met target
	Grade 4	29% proficient or above	Met target	30% proficient or above	Met target
	Grade 5	27% proficient or above	Met target	29% proficient or above	Did not meet target
	Grade 6	20% proficient or above	Met target	24% proficient or above	Met target
	Grade 7	18% proficient or above	Did not meet target	23% proficient or above	Met target

	Grade 8	19% proficient or above	Did not meet target	26% proficient or above	Did not meet target
	Grade 11	5% proficient or above	Met target	16% proficient or above	Met target

**Discussion of Improvement Activities Completed and Explanation of Progress or Slippage that occurred for FFY 2008:**

During the 2008-2009 academic year, Rhode Island students participated in the New England Common Assessment Program (NECAP). Students were assessed in reading and mathematics in grades 3 through 8 and 11, as well as writing at grades 5, and 8, and 11. Since the NECAP is a fall test it assesses the prior years learning. Students with significant cognitive disabilities who met the state's alternate assessment criteria were assessed using the Rhode Island Alternate Assessment. The Rhode Island Alternate Assessment is a yearlong assessment. In order to assess student learning over the same academic year as the NECAP, students are assessed using the alternate assessment in grades 2-8 and 10 in Reading and Mathematics and grades 4, 7, and 10 in writing. Rhode Island allows for two types of exemptions from the State Assessment Program. One is a medical exemption granted by the state. The second is an English Language Learner (ELL) exemption in the content area of ELA only for student who have been in the United States for less than one year. The ELL exemption is in compliance with Federal Law.

During the 2008-2009 school year, twenty eight of Rhode Island's 36 districts (78%) met the states AYP objectives for progress for disability subgroup exceeding its target of 67% of districts making AYP. Districts not making AYP received classifications according to the state accountability and classification process. These classifications require different levels of intervention depending on the number of years in which they have not met AYP requirements.

Rhode Island did not meet its target of 100% participation for children with IEPs on the state assessment. The participation rate was 96.7% in Reading was and 96.6% in Mathematics. In analyzing Rhode Island's state assessment proficiency results, Rhode Island demonstrated improvement has met most of its grade specific targets. In Mathematics, Rhode Island met or exceeded five of seven of its grade specific targets for proficiency rate. In Reading, Rhode Island met or exceeded its targets for proficiency rate for five of seven grade specific targets. Although not all targets were met, more targets were met for FFY 2008 than FFY2007. Progress in proficiency rates may be attributed to a variety of factors including teacher professional development in differentiated instruction and instruction for teachers of students eligible for the RIAA, better alignment of instruction with state standards, high school reform efforts, changes in curriculum, and inclusion.

**Public Reporting Information:**

Assessment data is reported to the public at the state and district level disaggregated by content area, assessment and population subgroup (African American, Asian, Hispanic, Native American, White, Male, Female, Students living in Poverty, English-language Learners, Students with Disabilities, and Migrant students). This data is reported through the state Information Works website and publication (<http://www.infoworks.ride.uri.edu/2009/default.asp>), and the NECAP reporting website (<http://reporting.measuredprogress.org/NECAPpublicRI/>). Assessment results are not reported for groups fewer that ten students.

**Revisions, with Justification, to Improvement Activities / Targets / Timelines / Resources for FFY 2009 (if applicable):**

Improvement Activity	Timelines	Resources
<p><u>State Assessment Program:</u> NECAP will be administered grades 3-8 and 11 during the 2009-2010 academic year.</p> <p>Rhode Island will continue to implement Rhode Island Alternate Assessment including grades 2-8 and 10. The new Rhode Island alternate assessment system (RIAA) is based on Alternate Assessment Grade Span Expectations (AAGSE) that are derived and expanded from the NECAP Grade Level Expectations (GLE). RIAA training for teachers will continue to have a focus on improving instruction for students who are eligible for the RIAA.</p>	Academic year 2009-2010	RI Department of Education, Office for Diverse Learners and Office of Assessment and Accountability personnel
<p>Rhode Island's Collaborative System of Focused Monitoring: School Support System (SSS) incorporates a variety of instruments and procedures that are utilized to ensure compliance with state and federal laws and regulations. The SSS visits will continue to examine LEAs' state assessment records for participation rates and student performance; work with LEAs to analyze problematic areas and their contributing factors; and revise policies, procedures and practices to ensure access to the general curriculum, full participation in and high performance of students with disabilities on state assessment.</p>	Ongoing to the year 2011	<p>RI Department of Education, Office of Special Populations personnel</p> <p>RI Technical Assistance Project personnel</p> <p>RI Department of Education, Office of Assessment and Accountability personnel</p>
<p>Our professional development programs continue to provide opportunities for general and special educators to increase their capacity to provide differentiation of instruction and other support for diverse learning needs, social-emotional supports, access to the general curriculum, etc.</p>	Ongoing through 2009-2010 academic year	RI Department of Education Office for Diverse Learners personnel
<p><u>Promoting Service in the Least Restrictive Environment for Students with Disabilities that Significantly Affect Functioning:</u></p> <p>We continue to support professional development and demonstration classrooms to promote the education of students with autism and other low-incidence disabilities in the appropriate least restrictive environment, including general education settings as much as possible. We partner with our University Center on Disabilities (The Sherlock Center) on efforts to promote inclusive provision of services for all students, including those with developmental and other significant disabilities.</p>	Ongoing through 2009-2010 academic year	<p>RI Department of Education Office for Diverse Learners personnel</p> <p>University Center on Disabilities (The Sherlock Center)</p>

Mathematics and Science Alignment: Districts are provided with technical assistance (knowledge and tools) to align their district curriculum with the state standards and to improve mathematics and science instruction.	2009-2010 academic year	The Charles A. Dana Center RI Department of Education, Office for Assessment Accountability and Instruction.
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## Part B State Annual Performance Report (APR) for 2008

### Overview of the Annual Performance Report Development:

**Monitoring Priority: FAPE in the LRE**

### Indicator 4: Rates of Suspension and Expulsion

#### Measurement:

Percent of districts identified by the State as having a significant discrepancy in the rates of suspensions and expulsions of children with disabilities for greater than 10 days in a school year.

**Percent = 2% [(1 district identified by the State as having significant discrepancies in the rates of suspensions and expulsions of children with disabilities for greater than 10 days in a school year) divided by (50 districts in the State)] times 100.**

$$(1/50) \times 100 = 2\% \text{ of districts significantly discrepant}$$

Therefore, 98% of districts in the state have rates of suspensions and expulsions of greater than 10 days in a school year of children with disabilities that are **not significantly discrepant** from the mean of all district rates.

**Significantly Discrepant:** comparison of the risk of a district's special education students to be suspended for more than 10 days to the risk of the district's general education students to be suspended for more than 10 days to obtain a risk ratio. Districts with a risk ratio of 2.5 or higher for 2 consecutive years and a minimum cell size of 10 students would be considered significantly discrepant.

FFY	Measurable and Rigorous Target
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(2008)	6% of districts in the state will have rates of suspensions and expulsions of greater than 10 days in a school year of children with disabilities that are not significantly discrepant from the mean of all district rates.
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**Actual Target Data for (2008):**

Data Year	Number of LEAs w/Significant Discrepancy (Actual Target Data)	Number of LEAs where Review Resulted in Noncompliance
FFY 2008	1	0
FFY 2007	2	2
FFY 2006	3	3
FFY 2005	4	4

**Discussion of Improvement Activities Completed and Explanation of Progress or Slippage that occurred for (2007):**

Improvement Activities Completed FY2005 The four LEAs with significant discrepancies for rates of suspensions were required to report plans for reducing the rate of suspension of children with disabilities in their consolidated resource plans submitted June 1, 2007. These district reports included revisions in policies, procedures, and practices as part of correction of non-compliance relating to the development and implementation of IEPs, the use of positive behavioral interventions and supports, and procedural safeguards to ensure compliance with the IDEA. For those districts, revisions of policies, procedures, and practices were monitored and continue to be monitored by the RI Commissioner of Education and the Director of the Office for Diverse Learners through the district Corrective Action Plan and District Negotiated Agreement. In addition, three districts participate in the statewide Positive Behavior Intervention and Support Project (PBIS) district-wide.

Improvement Activities Completed FY2006 The three LEAs with significant discrepancies for rates of suspensions were required to report plans for reducing the rate of suspension of children with disabilities in their consolidated resource plans submitted June 1, 2008. These district reports included revisions in policies, procedures, and practices as part of correction of non-compliance relating to the development and implementation of IEPs, the use of positive behavioral interventions and supports, and procedural safeguards to ensure compliance with the IDEA. For two districts, correction of non-compliance was verified during School Support Focused Monitoring visits. For the third district, revisions of policies, procedures, and practices were monitored and continue to be monitored by the RI Commissioner of Education and the Director of the Office for Diverse Learners through the district Corrective Action Plan and District Negotiated Agreement. In addition, this district has begun to participate in the statewide Positive Behavior Intervention and Support Project (PBIS) district-wide.

Improvement Activities Completed FY2007 The two LEAs with significant discrepancies for rates of suspensions are required to report plans for reducing the rate of suspension of children with disabilities in their consolidated resource plans to be submitted June 1, 2009. One district is outstanding from FFY06 and is currently participating in technical assistance from RIDE in collaboration with the Sherlock Center on Disabilities PBIS project. **As of June 2009, this district was no longer discrepant for rates of suspensions and expulsions. The June 2009 submission of the federal funding application (Consolidated Resource Plan)**

demonstrated correction of noncompliance for this LEA relating to the development and implementation of IEPs, the use of positive behavioral interventions and supports, and procedural safeguards to ensure compliance with the IDEA. The second district had not been discrepant in this area in the FFY06 reporting. This district received additional technical assistance relating to the development and implementation of IEPs, the use of positive behavioral interventions and supports, and procedural safeguards to ensure compliance with the IDEA from RIDE this spring. During this TA, RIDE and the district discovered that school staff were incorrectly reporting in-school interim behavior programs as an out of school suspension. When correctly counted, the district is not discrepant on this indicator.

#### Improvement Activities Completed FY 2008

Districts that showed significant discrepancy for suspensions and expulsions greater than 10 days for students with IEPs completed a self-assessment of their policies, procedures and practices to identify those that might contribute to the significant discrepancy and that do not comply with the requirements relating to the development and implementation of IEPs, the use of positive behavioral supports, and procedural safeguards. As a result, one district hired additional staff, including a part-time behavioral specialist and school psychologist to address these issues. They continued to address issues relating to the development and implementation of IEPs, the use of positive behavioral interventions and supports, and procedural safeguards to ensure compliance with the IDEA through the use of their ARRA funding. A data collection error was found in the spring of 2009, where the district was counting students placed in an in-school interim behavior program as out of school suspensions. This brings them into compliance and eliminates the significant discrepancy for suspensions and expulsions greater than 10 days for students with IEPs as compared to students without IEPs.

The second district that showed a significant discrepancy for FFY 2007 completed year 2 of implementing an inclusion model with significant emphasis and training on co-teaching at the secondary level to better engage students in the classroom thereby reducing disciplinary issues.

Explanation of Progress/Slippage The decrease in the number of districts that are significantly discrepant for suspensions and expulsions greater than 10 days is likely explained by the implementation of self-assessment, action plans and changes in staffing and programming. LEAs with significant discrepancies for rates of suspensions were required to report plans for reducing the rate of suspension of children with disabilities in their consolidated resource plan due June 1, 2009 including revisions in policies, procedures, and practices as part of correction of non-compliance. Although a data collection error was discovered while RIDE was providing technical assistance, the district is continuing to address these issues. They will use ARRA money to hire additional staff to support students with IEPs with behavioral issues. Behavior specialists and social workers will be hired to develop plans and provide additional training to staff to support student progress and achievement.

As part of the CRP process, all districts are required to complete an annual self-assessment and evidence checklist of their policies, procedures and practices relating to the development of IEPs, the use of positive behavioral supports and interventions, and procedural safeguards.

#### **Revisions, with Justification, to Proposed Targets / Improvement Activities / Timelines / Resources for** *(Insert FFY)*

*[If applicable]*

No revisions at this time.



## Part B State Annual Performance Report (APR) for FFY 2008

### Overview of the Annual Performance Report Development:

The Rhode Island Department of Education (RIDE) first compiled and analyzed data for the development of the Annual Performance Report (APR)/State Performance Plan (SPP) utilizing the expertise of internal personnel. A draft along with the data was reviewed with the Rhode Island Special Education Advisory Committee (RISEAC). RISEAC advises the Commissioner and Board of Regents for Elementary and Secondary Education on matters concerning: (a) the unmet educational needs of children with disabilities; (b) comments publicly on any rules or regulations proposed by the State regarding the education of children with disabilities; (c) advises the Rhode Island Department of Education in developing evaluations and reporting on data to the Secretary under section 618 of the IDEA; (d) advises the RIDE in developing corrective action plans to address findings identified in Federal Monitoring Reports under Part B of the IDEA; and (e) advises the RIDE in developing and implementing policies relating to the coordination of services for children with disabilities. Membership of the committee is composed of individuals involved in or concerned with the education of children with disabilities. Parents of children with disabilities birth through 26 maintain the majority of the Committee Membership. The Membership also includes individuals with disabilities, teachers, representatives of institutions of higher education, private schools, charter schools, state and local education officials, administrators of programs for children with disabilities foster care and homelessness, vocational, community or business organizations, juvenile and adult corrections and State Child Serving Agencies. The SEAC reviewed the draft and provided suggestions and input. These were incorporated into the final copy of this document. Progress and slippage in meeting the targets in the SPP are discussed in detail in each indicator submitted to OSEP. All indicators are publicly available on the RIDE website at the following link:

[http://www.ride.ri.gov/Special\\_Populations/State\\_federal\\_regulations/Default.aspx](http://www.ride.ri.gov/Special_Populations/State_federal_regulations/Default.aspx). Each year RIDE publicly reports per 34 CFR 300.602(b)(1)(i)(A). This year per OSEP, RIDE will publicly report on Indicators 1, 2, 3, 4A, 5, 8, 9, 10, 11, 12, 13, and 14. This, per OSEP, will occur no later than June 2, 2010. The link to access Rhode Island's public reporting information which details the performance of each LEA on the targets in the SPP is: [https://www.eride.ri.gov/eride2K5/SPED\\_PublicReporting/](https://www.eride.ri.gov/eride2K5/SPED_PublicReporting/).

### Monitoring Priority: FAPE in the LRE

**Indicator 5:** Percent of children with IEPs aged 6 through 21 served:

- A. Inside the regular class 80% or more of the day;
- B. Inside the regular class less than 40% of the day; and
- C. In separate schools, residential facilities, or homebound/hospital placements.

(20 U.S.C. 1416(a)(3)(A))

#### Measurement:

- A. Percent = [(# of children with IEPs served inside the regular class 80% or more of the day) divided by the (total # of students aged 6 through 21 with IEPs)] times 100.
- B. Percent = [(# of children with IEPs served inside the regular class less than 40% of the day) divided by the (total # of students aged 6 through 21 with IEPs)] times 100.
- C. Percent = [(# of children with IEPs served in separate schools, residential facilities, or homebound/hospital placements) divided by the (total # of students aged 6 through 21 with

IEPs)] times 100.
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FFY	Measurable and Rigorous Target
(FFY 2008)	<p>A. State average of children with IEPs removed from regular class less than 21% of the day will be 74% or higher; the standard deviation among districts will be 11% or lower.</p> <p>B. State average of children with IEPs removed from regular class greater than 60% of the day will be 12% or lower; the standard deviation among districts will be 5% or lower.</p> <p>C. State average of children with IEPs served in public or private separate schools, residential placements, or homebound or hospital placements will be 4% or lower.</p>

**Actual Target Data for FFY 2008:**

- A. State average of children with IEPs removed from regular class less than 21% of the day was 74.04%; the standard deviation among districts was 10.09%.
- B. State average of children with IEPs removed from regular class greater than 60% of the day was 11.05%; the standard deviation among districts was 6.66%.
- C. State average of children with IEPs served in public or private separate schools, residential placements, or homebound or hospital placements was 3.87%; the standard deviation among districts was 1.86%

	Baseline Data FFY 2004	Actual Target Data FFY 2005:	Actual Target Data FFY 2006	Actual Target Data FFY 2007	Actual Target Data FFY 2008
A. Removed from regular class less than 21% of the day;	62.8%	63%	62.85%	74.57%	74.04%
B. Removed from regular class greater than 60% of the day;	18.7%	15%	18.11%;	11.01%	11.05%
C. Served in public or private separate schools, residential placements, or homebound or hospital placements.	4.7%	3.14%	4.85%;	3.69%	3.87%

**Discussion of Improvement Activities Completed and Explanation of Progress or Slippage that occurred for 2008:**

Rhode Island met the state average goals for serving students in the Least Restrictive Environment (LRE) for the FFY 2008. Progress can be attributed to the implementation of the district plans to improve inclusive practices as well as statewide professional development including collaborative teaching, differentiated instruction, response to intervention, Positive Behavior Supports, and Universal Design for Learning.

As in previous years, all districts were required to analyze their FFY 2008 LRE data and review their policies and procedures regarding LRE. Based on this analysis districts developed an appropriate plan to maintain successful practices and address areas of needed improvement. All

districts were required to submit these plans as part of their Annual Consolidated Resource Plan. Plans were reviewed and approved by RI Department of Education Staff.

State facilitators continued to provide professional development and to support the expansion of demonstration classrooms to promote the education of students with autism and other low-incidence disabilities in the appropriate least restrictive environment. Professional development continued on differentiating instruction through two paid consultants and a cadre of teachers who provided statewide, regional, district and school-based sessions throughout the year. Rhode Island's focus on professional development for Response to Intervention continued to increase, with statewide, regional, district and school-based offerings.

The ACCESS Program, a collaborative initiative of the Rhode Island Department of Education, Office for Diverse Learners and TechACCESS of RI continued to provide district level professional development. The goal of this initiative is to develop a sustainable and flexible model to support the use of technology in the classroom to achieve success of students with IEPs in the general education curriculum with a focus on reading and written language.

**Revisions, with Justification, to Proposed Targets / Improvement Activities / Timelines / Resources for FFY 2009**

Improvement Activity	Timelines	Resources
Targeted technical assistance will be provided to districts with data demonstrating high percentages of students being served in less inclusive settings. Technical assistance will support districts in analyzing data, reviewing policies and procedures, and action plan development to address identified areas of need.	Ongoing 2008-2011	RI Department of Education Office for Diverse Learners personnel  Systems of Support Grant personnel

**Part B State Performance Plan (SPP) for 2005-2010**

**Overview of the State Performance Plan Development:**

The Rhode Island Department of Education (RIDE) first compiled and analyzed data for the development of the State Performance Plan (SPP) utilizing the expertise of internal personnel. A draft along with the data was reviewed with the Rhode Island Special Education Advisory Committee (RISEAC). RISEAC advises the Commissioner and Board of Regents for Elementary and Secondary Education on matters concerning: (a) the unmet educational needs of children with disabilities; (b) comments publicly on any rules or regulations proposed by the State regarding the education of children with disabilities; (c) advises the Rhode Island Department of Education in developing evaluations and reporting on data to the Secretary under section 618 of

the IDEA; (d) advises the RIDE in developing corrective action plans to address findings identified in Federal Monitoring Reports under Part B of the IDEA; and (e) advises the RIDE in developing and implementing policies relating to the coordination of services for children with disabilities. Membership of the committee is composed of individuals involved in or concerned with the education of children with disabilities. Parents of children with disabilities birth through 26 maintain the majority of the Committee Membership. The Membership also includes individuals with disabilities, teachers, representatives of institutions of higher education, private schools, charter schools, state and local education officials, administrators of programs for children with disabilities foster care and homelessness, vocational, community or business organizations, juvenile and adult corrections and State Child Serving Agencies. The SEAC reviewed the draft and provided suggestions and input. These were incorporated into the final copy of the SPP.

### **Monitoring Priority: FAPE in the LRE - Preschool Outcomes**

**Indicator 7:** Percent of preschool children aged 3 through 5 with IEPs who demonstrate improved:

- A. Positive social-emotional skills (including social relationships);
- B. Acquisition and use of knowledge and skills (including early language/ communication and early literacy); and
- C. Use of appropriate behaviors to meet their needs.

(20 U.S.C. 1416 (a)(3)(A))

#### **Measurement:**

Outcomes:

- A. Positive social-emotional skills (including social relationships);
- B. Acquisition and use of knowledge and skills (including early language/communication and early literacy); and
- C. Use of appropriate behaviors to meet their needs.

Progress categories for A, B and C:

- a. Percent of preschool children who did not improve functioning = [(# of preschool children who did not improve functioning) divided by (# of preschool children with IEPs assessed)] times 100.
- b. Percent of preschool children who improved functioning but not sufficient to move nearer to functioning comparable to same-aged peers = [(# of preschool children who improved functioning but not sufficient to move nearer to functioning comparable to same-aged peers) divided by (# of preschool children with IEPs assessed)] times 100.
- c. Percent of preschool children who improved functioning to a level nearer to same-aged peers but did not reach it = [(# of preschool children who improved functioning to a level nearer to same-aged peers but did not reach it) divided by (# of preschool children with IEPs assessed)] times 100.
- d. Percent of preschool children who improved functioning to reach a level comparable to same-aged peers = [(# of preschool children who improved functioning to reach a level comparable to same-aged peers) divided by (# of preschool children with IEPs assessed)] times 100.

assessed)] times 100.

- e. Percent of preschool children who maintained functioning at a level comparable to same-aged peers = [(# of preschool children who maintained functioning at a level comparable to same-aged peers) divided by (# of preschool children with IEPs assessed)] times 100.

**Summary Statements for Each of the Three Outcomes (use for FFY 2008-2009 reporting):**

**Summary Statement 1:** Of those preschool children who entered the preschool program below age expectations in each Outcome, the percent who substantially increased their rate of growth by the time they turned 6 years of age or exited the program.

**Measurement for Summary Statement 1:**

Percent = # of preschool children reported in progress category (c) plus # of preschool children reported in category (d) divided by [# of preschool children reported in progress category (a) plus # of preschool children reported in progress category (b) plus # of preschool children reported in progress category (c) plus # of preschool children reported in progress category (d)] times 100.

**Summary Statement 2:** The percent of preschool children who were functioning within age expectations in each Outcome by the time they turned 6 years of age or exited the program.

**Measurement for Summary Statement 2:** Percent = # of preschool children reported in progress category (d) plus # of preschool children reported in progress category (e) divided by the total # of preschool children reported in progress categories (a) + (b) + (c) + (d) + (e)] times 100.

**Overview of Issue/Description of System or Process:**

Data Collection System

Since 2001, the Rhode Island Department of Education (Early Childhood), in partnership with the Department of Human Services (Child Care Office), has provided professional development to more than 1,300 early care and education providers, including preschool special education teachers, on implementing a system of assessment a) linked with the Rhode Island Early Learning Standards and b) supported by research in the early childhood field regarding appropriate methods of assessing child progress. This system of authentic assessment is comprised of developmentally appropriate tools and strategies including; observation in the child's natural environment, collection of student work, and input from the student's family.

To meet the Preschool Outcomes reporting requirement and to align that measurement of young children's development with the assessment practices described above, the Department of Education conducted an exhaustive search of early childhood outcome-based measures and determined the research-driven, curriculum-based measure most aligned with the state's early learning standards, while also meeting federal data collection and reporting requirements, to be the Creative Curriculum On-Line Assessment System. This assessment system is based on a reliable and valid instrument, *The Developmental Continuum for Ages 3-5*, which meets all of the assessment standards of the National Association for the Education of Young Children (NAEYC) and the National Association of State Early Childhood Specialists in State Departments of Education (NASECS/SDE). Dr. Richard Lambert, of the University of North Carolina at Charlotte, conducted reliability and validity tests of the *Developmental Continuum for Ages 3-5* on a sample of over 1,500 low-income children. He concluded that the *Developmental Continuum* has adequate assessment properties. The Creative Curriculum system uses the COSF categories six and seven as the "comparable to same aged peers" threshold. The Early Childhood Outcomes Center guidelines state that

children above the 9.68 percentile of functioning for an outcome should be considered comparable. Creative Curriculum uses this threshold as a cutoff for a child to be placed in category 6. Children functioning above the 15<sup>th</sup> percentile are placed in category 7.

The Creative Curriculum On-Line Assessment System is a web-based system for documenting authentic assessment practices. It operates as follows:

1. The state purchases subscriptions for each identified district and assigns district data administrators.
2. Those administrators then add approved teachers, who in turn create classrooms and add children who meet the criteria of this reporting requirement.
3. Administrators also add Speech and Language Pathologists (SLPs), who are the primary special educators for some children. They also, in turn, create classrooms and add children who meet the criteria of this reporting requirement.
4. After an entry period (6-8 weeks), the teachers and SLPs conduct an on-line entry assessment based on multiple measures and sources: observational data, children's work samples, assessment/evaluation information, reports from other service providers and parent input that they have been regularly entering into each child's on-line portfolio. This compilation of data serves as the child's entry assessment.
5. Authentic assessment data is then continually collected and recorded in each child's on-line folder for the remainder of the time the child receives preschool special education services.

In addition to the entry assessment, teachers and SLPs conduct assessments each January, each June, and upon exit for each child. These multiple formative assessments, though not required for federal reporting, are used to guide teacher planning and instruction, as well as to provide clear and specific information to families about their child's progress.

6. District administrators have been provided with established process and procedures for monitoring the status of data entry and ensuring the fidelity of the data.
7. The Creative Curriculum On-Line Assessment System also includes a data reporting feature that is aligned with the OSEP reporting requirements. This feature organizes the multiple child development objectives assessed by teachers into the three OSEP areas. Each January, the state runs a report using this feature and the system compares the entry and exit assessment data for children who received more than six months of service to determine the level of progress of each child.

### **Phasing in representative districts**

Given the training requirements and expense of purchasing the on-line subscriptions, the state opted to phase in its data collection by beginning with districts which were representative of the population of children served in the state. Within these districts data was collected on all children with Individual Education Programs who services were provided by the district. Sampling was not used. The discrepancy between the number of children included in the data collection and the annual census count used to identify the representative districts, is likely due to out-of district placements and/or children moving from the district after the June census. Because out-of district placements often include children from multiple districts, the state will include out-of-district placements in the data collection process once all districts have been phased in. This will alleviate confusion in the classroom about who to assess and who is not yet included in the assessment process.

Census data provided by districts in June 2006 was used to identify the initial six districts. In the fall of 2006, the state provided training in authentic assessment and the use of the Creative

Curriculum On-Line Assessment System to these first districts. As outlined below in Tables 7A-C, the representative districts included Newport, Coventry, Westerly, Cranston, Smithfield, and Central Falls.

**TABLE 7A**

<b>Selected Districts</b>	<b>Asian/Pacific Islander</b>	<b>Black (Not Hispanic)</b>	<b>Hispanic</b>	<b>Native American</b>	<b>White (Not Hispanic)</b>
<b>Central Falls</b>		<b>10</b>	<b>57</b>		<b>14</b>
<b>Coventry</b>	<b>1</b>		<b>1</b>	<b>1</b>	<b>71</b>
<b>Cranston</b>	<b>5</b>	<b>13</b>	<b>18</b>		<b>162</b>
<b>Newport</b>		<b>9</b>	<b>14</b>		<b>50</b>
<b>Smithfield</b>					<b>42</b>
<b>Westerly</b>	<b>2</b>		<b>2</b>		<b>41</b>

**TABLE 7B**

<b>Total Child Count</b>	<b>Asian/Pacific Islander</b>	<b>Black (Not Hispanic)</b>	<b>Hispanic</b>	<b>Native American</b>	<b>White (Not Hispanic)</b>
<b>SELECTED DISTRICTS</b>	<b>8</b>	<b>32</b>	<b>92</b>	<b>1</b>	<b>380</b>
<b>STATE</b>	<b>41</b>	<b>169</b>	<b>438</b>	<b>26</b>	<b>2127</b>

**TABLE 7C**

<b>% of population</b>	<b>Asian/Pacific Islander</b>	<b>Black (Not Hispanic)</b>	<b>Hispanic</b>	<b>Native American</b>	<b>White (Not Hispanic)</b>
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<b>SELECTED DISTRICTS</b>	<b>1.64%</b>	<b>6.54%</b>	<b>18.81%</b>	<b>.20%</b>	<b>77.71%</b>
<b>STATE</b>	<b>1.46%</b>	<b>6.03%</b>	<b>15.64%</b>	<b>.93%</b>	<b>75.94%</b>

In 2007, an identical district identification process was conducted using available census data, and an additional eight districts were identified. Tables 7D-F report the data used in this process. Training in the use of authentic assessment and the use of the Creative Curriculum On-Line Assessment System was again provided to both original districts and new districts.

**TABLE 7D**

<b>Selected Districts</b>	<b>Asian/Pacific Islander</b>	<b>Black (Not Hispanic)</b>	<b>Hispanic</b>	<b>Native American</b>	<b>White (Not Hispanic)</b>
<b>Central Falls</b>		<b>10</b>	<b>57</b>		<b>14</b>
<b>Coventry</b>	<b>1</b>		<b>1</b>	<b>1</b>	<b>71</b>
<b>Cranston</b>	<b>5</b>	<b>13</b>	<b>18</b>		<b>162</b>
<b>Newport</b>		<b>9</b>	<b>14</b>		<b>50</b>
<b>Smithfield</b>					<b>42</b>
<b>Westerly</b>	<b>2</b>		<b>2</b>		<b>41</b>
<b>East Providence</b>	<b>1</b>	<b>10</b>	<b>6</b>	<b>4</b>	<b>99</b>
<b>Foster</b>					<b>6</b>
<b>Pawtucket</b>		<b>22</b>	<b>56</b>	<b>1</b>	<b>81</b>
<b>West Warwick</b>	<b>1</b>	<b>1</b>	<b>3</b>		<b>71</b>
<b>Glocester</b>				<b>1</b>	<b>24</b>
<b>North</b>			<b>3</b>		<b>36</b>



<b>Smithfield</b>					
<b>Jamestown</b>		<b>1</b>			<b>12</b>
<b>Middletown</b>	<b>1</b>	<b>2</b>	<b>1</b>		<b>31</b>

**TABLE 7E**

<b>Total Child Count</b>	<b>Asian/Pacific Islander</b>	<b>Black (Not Hispanic)</b>	<b>Hispanic</b>	<b>Native American</b>	<b>White (Not Hispanic)</b>
<b>SELECTED DISTRICTS</b>	<b>11</b>	<b>68</b>	<b>161</b>	<b>7</b>	<b>740</b>
<b>STATE</b>	<b>41</b>	<b>169</b>	<b>438</b>	<b>26</b>	<b>2127</b>

**TABLE 7F**

<b>% of population</b>	<b>Asian/Pacific Islander</b>	<b>Black (Not Hispanic)</b>	<b>Hispanic</b>	<b>Native American</b>	<b>White (Not Hispanic)</b>
<b>SELECTED DISTRICTS</b>	<b>1.11%</b>	<b>6.89%</b>	<b>16.31%</b>	<b>.71%</b>	<b>74.97%</b>
<b>STATE</b>	<b>1.46%</b>	<b>6.03%</b>	<b>15.64%</b>	<b>.93%</b>	<b>75.94%</b>

In 2008, the following districts were added: North Kingstown, Cumberland, Woonsocket, and Portsmouth. Census data was again used to identify these districts and Tables 7G-I illustrate the representativeness of the districts which participated.

Table 7G

<b>Selected Districts</b>	<b>Asian/Pacific Islander</b>	<b>Black (Not Hispanic)</b>	<b>Hispanic</b>	<b>Native American</b>	<b>White (Not Hispanic)</b>
Central Falls	0	12	72	0	11

	Coventry	2	0	2	1	99
	Cranston	11	18	23	0	174
	Newport	0	9	10	0	44
	Smithfield	0	0	1	0	46
	Westerly	3	0	1	1	44
	East Providence	5	24	11	5	107
	Foster	0	0	0	0	10
	Glocester	0	0	1	0	18
	Pawtucket	2	26	52	3	87
	West Warwick	3	2	7	0	75
	North Smithfield	0	0	1	0	42
	Jamestown	0	0	0	0	11
	Middletown	3	2	2	0	36
	North Kingstown	0	2	1	0	80
	Woonsocket	9	23	47	3	145
	Cumberland	1	2	1	0	93
	Portsmouth	1	0	1	0	36
	Totals	40	120	233	13	1158

Table 7H

<b>Total Child Count</b>	<b>Asian/Pacific Islander</b>	<b>Black (Not Hispanic)</b>	<b>Hispanic</b>	<b>Native American</b>	<b>White (Not Hispanic)</b>
<b>SELECTED DISTRICTS</b>	<b>40</b>	<b>120</b>	<b>233</b>	<b>13</b>	<b>1158</b>
<b>STATE</b>	<b>69</b>	<b>215</b>	<b>523</b>	<b>24</b>	<b>2154</b>

Table 7I

<b>% of population</b>	<b>Asian/Pacific Islander</b>	<b>Black (Not Hispanic)</b>	<b>Hispanic</b>	<b>Native American</b>	<b>White (Not Hispanic)</b>
<b>SELECTED DISTRICTS</b>	<b>2.56%</b>	<b>7.67%</b>	<b>14.9%</b>	<b>.83%</b>	<b>74.04%</b>
<b>STATE</b>	<b>2.31%</b>	<b>7.20%</b>	<b>17.52%</b>	<b>.80%</b>	<b>72.16%</b>

In 2009, two of the largest districts in the state, Warwick and Providence, were phased into the data collection. Census data was again used to identify these districts and Tables 7J-L illustrate the representativeness of the districts currently participating. It is anticipated that the remainder of the state and out-of-district placements will be phased in during the 2010-2011 school year.

Table 7J

<b>Selected Districts</b>		<b>Asian/Pacific Islander</b>	<b>Black (Not Hispanic)</b>	<b>Hispanic</b>	<b>Native American</b>	<b>White (Not Hispanic)</b>
	Central Falls	0	12	72	0	11
	Coventry	2	0	2	1	99
	Cranston	11	18	23	0	174
	Newport	0	9	10	0	44
	Smithfield	0	0	1	0	46
	Westerly	3	0	1	1	44
	East Providence	5	24	11	5	107
	Foster	0	0	0	0	10
	Glocester	0	0	1	0	18

	Pawtucket	2	26	52	3	87
	West Warwick	3	2	7	0	75
	North Smithfield	0	0	1	0	42
	Jamestown	0	0	0	0	11
	Middletown	3	2	2	0	36
	North Kingstown	0	2	1	0	80
	Woonsocket	9	23	47	3	145
	Cumberland	1	2	1	0	93
	Warwick	2	3	1	1	224
	Providence	17	86	256	2	100
	Totals	59	209	490	16	1482

Table 7K

<b>Total Child Count</b>	<b>Asian/Pacific Islander</b>	<b>Black (Not Hispanic)</b>	<b>Hispanic</b>	<b>Native American</b>	<b>White (Not Hispanic)</b>
SELECTED DISTRICTS	59	209	490	16	1482
STATE	69	215	523	24	2154

Table 7L

<b>% of population</b>	<b>Asian/Pacific Islander</b>	<b>Black (Not Hispanic)</b>	<b>Hispanic</b>	<b>Native American</b>	<b>White (Not Hispanic)</b>
SELECTED DISTRICTS as %	2.62%	9.26%	21.72%	0.71%	65.69%
STATE as %	2.31%	7.20%	17.52%	0.80%	72.16%

In 2009, RIDE intensified its focus on two areas essential to the measurement of preschool outcomes:

- 1. Training of administrators and early childhood special education professionals**

Training and technical assistance supports to districts were redesigned and structured to provide early childhood special education professionals and

administrators with a clearer understanding of the RIDE established policies and procedures targeted at ensuring the fidelity of the outcomes data. Training for early childhood special education professionals was focused on development and implementation of authentic assessment skills and strategies for outcomes measurement using creative curriculum.net.

Early Childhood Special Education Teachers participated in two full days of training. The first day of training was in authentic assessment taught by a Rhode Island Early Learning Standards certified trainer. The second day of training focused on the technical use of cc.net as well as training in the use of cc.net not only as an assessment tool but also as an integral component of the teaching process. This training was provided by a local consultant with expertise both in creative curriculum.net and early childhood education as well as RIDE early childhood special education staff.

Speech Language Pathologist working in early childhood special education participated in a full day of training developed specifically for this group. The training for SLPs was specifically designed and adapted to foster the development of authentic assessment and implementation of creative curriculum.net within the context of the speech language therapy sessions. Attention was given to assist SLPs in extending assessment competencies into all three outcome categories. Trainings were conducted by an SLP with experience and expertise in early childhood assessment and intervention, a local consultant with expertise in both creative curriculum.net and early childhood education and RIDE early childhood special education staff.

Trainings for administrators have continued to be provided during a half day session with a focus on the administrator's role in supporting data collection and ensuring accurate and complete data. Additionally, the local consultant provided them with training in the technical use of the on-line Creative Curriculum system.

## **2. Developing effective monitoring and support plans at both state and district levels.**

Based on district feedback, additional guidance was provided regarding process and procedures related to child outcomes measurement and creative curriculum.net. The Child Outcomes Leadership Group comprised of district administrators was established and meets quarterly to establish collaboration and continuity in improving state-wide practice in measurement of early childhood outcomes. Additionally, a monthly OUTCOMES MATTER newsletter was developed with the goal of providing district leadership with ongoing information, guidance and resources to develop effective administrative monitoring and support plans. A local consultant was hired to develop and implement a state-level monitoring plan to support districts in the implementation of the policies and procedures essential to ensure the fidelity of preschool outcomes measurement. This allows RIDE to not only more accurately assess preschool outcomes, but also provides the data to inform interventions and supports. This data has already indicated the need for developing Level II training both for early childhood special education professionals and administrators designed to not only improve the fidelity of the data but also inform practice and improve teaching and learning through authentic assessment and measurement of outcomes.

### **Progress Data for FFY 2009 (2008-2009):**

<b>A. Positive social-emotional skills (including social relationships):</b>	<b>Number of children</b>	<b>% of children</b>
a. Percent of children who did not improve functioning	<b>10</b>	<b>3%</b>
b. Percent of children who improved functioning but not sufficient to move nearer to functioning comparable to same-aged peers	<b>25</b>	<b>7%</b>
c. Percent of children who improved functioning to a level nearer to same-aged peers but did not reach	<b>35</b>	<b>9%</b>
d. Percent of children who improved functioning to reach a level comparable to same-aged peers	<b>76</b>	<b>20%</b>
e. Percent of children who maintained functioning at a level comparable to same-aged peers	<b>227</b>	<b>61%</b>
<b>Total</b>	<b>N=373</b>	<b>100%</b>

<b>B. Acquisition and use of knowledge and skills (including early language/communication and early literacy):</b>	<b>Number of children</b>	<b>% of children</b>
a. Percent of children who did not improve functioning	<b>14</b>	<b>4%</b>
b. Percent of children who improved functioning but not sufficient to move nearer to functioning comparable to same-aged peers	<b>32</b>	<b>9%</b>
c. Percent of children who improved functioning to a level nearer to same-aged peers but did not reach	<b>30</b>	<b>8%</b>
d. Percent of children who improved functioning to reach a level comparable to same-aged peers	<b>69</b>	<b>18%</b>
e. Percent of children who maintained functioning at	<b>228</b>	<b>61%</b>

a level comparable to same-aged peers		
<b>Total</b>	<b>N=373</b>	<b>100%</b>

<b>C. Use of appropriate behaviors to meet their needs:</b>	<b>Number of children</b>	<b>% of children</b>
a. Percent of children who did not improve functioning	<b>7</b>	<b>2%</b>
b. Percent of children who improved functioning but not sufficient to move nearer to functioning comparable to same-aged peers	<b>32</b>	<b>9%</b>
c. Percent of children who improved functioning to a level nearer to same-aged peers but did not reach	<b>15</b>	<b>4%</b>
d. Percent of children who improved functioning to reach a level comparable to same-aged peers	<b>65</b>	<b>17%</b>
e. Percent of children who maintained functioning at a level comparable to same-aged peers	<b>254</b>	<b>68%</b>
<b>Total</b>	<b>N=373</b>	<b>100%</b>

### Baseline Data for Preschool Children Exiting 2008-2009

<b>Summary Statements</b>	<b>% of children</b>
<b>Outcome A: Positive social-emotional skills (including social relationships)</b>	
<b>1. Of those children who entered the program below age expectations in Outcome A, the percent who substantially increased their rate of growth by the time they turned 6 years of age or exited the program</b>	<b>76%</b>
<b>2. The percent of children who were functioning within age expectations in Outcome A by the time they turned 6 years of age or exited the program</b>	<b>81%</b>
<b>Outcome B: Acquisition and use of knowledge and skills (including early language/communication and early literacy)</b>	
<b>1. Of those children who entered the program below age expectations in Outcome B, the percent who substantially increased their rate of growth by the time they turned 6 years of</b>	<b>68%</b>



age or <b>exited the program</b>	
<b>2. The percent of children who were functioning within age expectations in Outcome B by the time they turned 6 years of age or exited the program</b>	<b>80%</b>
<b>Outcome C: Use of appropriate behaviors to meet their needs</b>	
<b>1. Of those children who entered the program below age expectations in Outcome C, the percent who substantially increased their rate of growth by the time they turned 6 years of age or exited the program</b>	<b>67%</b>
<b>2. The percent of children who were functioning within age expectations in Outcome C by the time they turned 6 years of age or exited the program</b>	<b>86%</b>

#### **Discussion of Baseline Data:**

The data reported above reflects information from sixteen (16) of the state's thirty (30) districts serving preschool children with disabilities. Included are all preschool children with disabilities being served, with the exception of children in placements outside of the district. As reported above in Tables G-I, the selected districts are representative of the state as a whole. The state is following its plan to phase in districts over time and will not collect state-wide data until the 2010-2011 school year. The quality of the 2008-2009 data was reviewed with district administrators in a meeting on January 13, 2010. In a comparison to 2007-2008 data, general similarities in trends related to the percentages of children reported in categories "a" and "e" were identified. Rhode Island data was also compared to information about data from other states with respect to those two categories. In general, trends in RI do not appear dissimilar from other states. Several concerns impacting the quality of the data were identified during the review process. The lack of a reliability measure for the professionals conducting the ongoing authentic assessment data collection was identified as a primary concern. District level of monitoring and support for data collection was also an identified issue. With regard to data analysis, a primary concern was the inability to look at data for sub-groups of children. This results in an inability to drill down into category "e" to determine who the large percentage of children in that category are. Additionally, the state-level capacity to design, deliver, and support the training and technical assistance to the 2008-2009 cohort of participating districts was significantly compromised and potentially impacted the quality of the data collection.

Targets for Preschool Children Exiting in FFY 2009 (2009-10) and FFY 2010 (2010-2011)  
and Reported in Feb 2011 and Feb 2012

Summary Statements	Targets FFY 2009 (% of children)	Targets FFY 2010 (% of children)
<b>Outcome A: Positive social-emotional skills (including social relationships)</b>		
1. Of those children who entered the program below age expectations in Outcome A, the percent who substantially increased their rate of growth by the time they exited the program	71%	77%
2. The percent of children who were functioning within age expectations in Outcome A by the time they exited the program	76%	82%
<b>Outcome B: Acquisition and use of knowledge and skills (including early language/communication and early literacy)</b>		
1. Of those children who entered the program below age expectations in Outcome B, the percent who substantially increased their rate of growth by the time they exited the program	63%	69%
2. The percent of children who were functioning within age expectations in Outcome B by the time they exited the program	75%	81%
<b>Outcome C: Use of appropriate behaviors to meet their needs</b>		
1. Of those children who entered the program below age expectations in Outcome C, the percent who substantially increased their rate of growth by the time they exited the program	62%	68%
2. The percent of children who were functioning within age expectations in Outcome C by the time they exited the program	81%	87%

Rhode Island opted to set targets based on the quality of data, as opposed to the potential for program improvements. Many improvements have been implemented to the training and technical assistance supports related to data collection that the state is able to provide, however, most of those changes were implemented in the 2009-2010 school year. Specifically, the state's capacity to monitor the data collection and to support district level data monitoring in 2008-2009 was compromised by a lack of capacity and make the cleanliness of the data an issue of concern. Additionally, the available data comes from a little more than half of the districts in the state as the state plan to phase in districts to the data collection does not conclude until the 2010-2011 school year. Finally, concerns exist about the quality of the data being collected. Specifically, the lack of a process for establishing observational reliability for classroom teachers and the fact that the use of teams to make entry and exit decisions is not widespread are reasons to view the quality of the 2008-2009 with caution. Consequently, Rhode Island opted to set baseline targets at >5% of the current data and to focus our improvement activities on improving the quality of the data.

FFY	Measurable and Rigorous Target		
2005 (2004-2005)	State submitted required plan for collecting and reporting child outcome data.		
2006 (2005-2006)	<p><b>New Indicator: Status at entry data reported.</b></p> <p><b>Outcome Indicator 1: Positive social and emotional skills</b></p> <ul style="list-style-type: none"><li>52% (170) entered at a typical level of functioning</li><li>48% (154) were not at a typical level of functioning</li></ul> <p><b>Outcome Indicator 2: Acquisition and use of knowledge and skills</b></p> <ul style="list-style-type: none"><li>53% (170) entered at a typical level of functioning</li><li>47% (153) were not at a typical level of functioning</li></ul> <p><b>Outcome Indicator 3: Use of appropriate behaviors</b></p> <ul style="list-style-type: none"><li>65% (204) entered at a typical level of functioning</li><li>35% (111) were not at a typical level of functioning</li></ul> <p>Total number of children = 324</p>		
2007 (2006-2007)	<p><b>Progress data:</b></p> <p><b>Outcome 1: Positive social-emotional skills (including social relationships)</b></p> <p><b>ECO Recommended Expanded Categories</b></p> <p>a. children who did not improve functioning</p>	<p><b>Number of Children</b></p> <p>1</p>	<p><b>Percent of Children</b></p> <p>1%</p>

	b. children who improved functioning, but not sufficiently to move nearer to functioning comparable to same-aged peers <div>34%</div>	3	4%
	c. children who improved functioning to a level nearer to same-aged peers but did not reach it <div>46%</div>	4	6%
	d. children who improved functioning to reach a level comparable to same-aged peers <div>1116%</div>	11	16%
	e. children who maintained functioning at a level comparable to same-aged peers <div>5072%</div>	50	72%
	<b>Totals</b>	<b>69</b>	<b>100%</b>
<b>Outcome 2: Acquiring and using knowledge and skills</b>			
	<b>ECO Recommended Expanded Categories</b>	<b>Number of Children</b>	<b>Percent of Children</b>
	a. children who did not improve functioning	2	3%
	b. children who improved functioning, but not sufficiently to move nearer to functioning comparable to same-aged peers	3	4%
	c. children who improved functioning to a level nearer to same-aged peers but did not reach it	6	9%
	d. children who improved functioning to reach a level comparable to same-aged peers	10	14%
	e. children who maintained functioning at a level comparable to same-aged peers	48	70%
	<b>Totals</b>	<b>69</b>	<b>100%</b>
<b>Outcome 3: Taking appropriate action to meet needs</b>			
	<b>ECO Recommended Expanded Categories</b>	<b>Number of Children</b>	<b>Percent of Children</b>
	a. children who did not improve functioning	1	1%
	b. children who improved functioning, but not sufficiently to move nearer to functioning comparable to same-aged peers	1	1%
	c. children who improved functioning to a level nearer to same-aged peers but did not reach it	3	4%
	d. children who improved functioning to reach a level comparable to same-aged peers	8	12%
	e. children who maintained functioning at a level comparable to same-aged peers	56	81%
	<b>Totals</b>	<b>69</b>	<b>100%</b>
<b>2008 (2007-2008)</b>	<b>Outcome 1: Positive social-emotional skills (including social relationships)</b>		
	<b>ECO Recommended Expanded Categories</b>	<b>Number of Children</b>	<b>Percent of Children</b>
	a. children who did not improve functioning	9	5%
	b. children who improved functioning, but not sufficiently to move nearer to functioning comparable to same-aged peers	11	6%
	c. children who improved functioning to a level nearer to same-aged peers but did not reach it	12	6%
	d. children who improved functioning to reach a level comparable to same-aged peers	34	18%
	e. children who maintained functioning at a level	122	65%

	comparable to same-aged peers		
	<b>Totals</b>	<b>188</b>	<b>100%</b>
	<b>Outcome 2: Acquiring and using knowledge and skills</b>		
	<b>ECO Recommended Expanded Categories</b>	<b>Number of Children</b>	<b>Percent of Children</b>
	a. children who did not improve functioning	8	4%
	b. children who improved functioning, but not sufficiently to move nearer to functioning comparable to same-aged peers	14	7%
	c. children who improved functioning to a level nearer to same-aged peers but did not reach it	17	9%
	d. children who improved functioning to reach a level comparable to same-aged peers	24	13%
	e. children who maintained functioning at a level comparable to same-aged peers	125	66%
	<b>Totals</b>	<b>188</b>	<b>100%</b>
	<b>Outcome 3: Taking appropriate action to meet needs</b>		
	<b>ECO Recommended Expanded Categories</b>	<b>Number of Children</b>	<b>Percent of Children</b>
	a. children who did not improve functioning	8	4%
	b. children who improved functioning, but not sufficiently to move nearer to functioning comparable to same-aged peers	6	3%
	c. children who improved functioning to a level nearer to same-aged peers but did not reach it	10	5%
	d. children who improved functioning to reach a level comparable to same-aged peers	30	16%
	e. children who maintained functioning at a level comparable to same-aged peers	134	71%
	<b>Totals</b>	<b>188</b>	<b>100%</b>
<b>2009</b> (2008-2009)	<b>Baseline data</b>		
	<b>Outcome 1: Positive social-emotional skills (including social relationships)</b>		
	<b>ECO Recommended Expanded Categories</b>	<b>Number of</b>	<b>Percent of</b>

		Children	Children
a. children who did not improve functioning		10	3%
b. children who improved functioning, but not sufficiently to move nearer to functioning comparable to same-aged peers		25	7%
c. children who improved functioning to a level nearer to same-aged peers but did not reach it		35	9%
d. children who improved functioning to reach a level comparable to same-aged peers		76	20%
e. children who maintained functioning at a level comparable to same-aged peers		227	61%
	<b>Totals</b>	<b>373</b>	<b>100%</b>
<b>Summary Statements</b>			
1. Of those children who entered the program below age expectations			
in each Outcome, the percent who substantially increased their rate of growth by the time they exited the program.			
<b>76%</b>			
2. The percent of children who were functioning within age expectations			
in each Outcome by the time they exited the program.			
<b>81%</b>			
<b>Outcome 2: Acquiring and using knowledge and skills</b>			
ECO Recommended Expanded Categories		Number of Children	Percent of Children
a. children who did not improve functioning		14	4%
b. children who improved functioning, but not sufficiently to move nearer to functioning comparable to same-aged peers		32	9%
c. children who improved functioning to a level nearer to same-aged peers but did not reach it		30	8%
d. children who improved functioning to reach a level comparable to same-aged peers		69	18%
e. children who maintained functioning at a level comparable to same-aged peers		228	61%
	<b>Totals</b>	<b>373</b>	<b>100%</b>
<b>Summary Statements</b>			
1. Of those children who entered the program below age expectations			
in each Outcome, the percent who substantially increased their rate			

	<p>of growth by the time they exited the program. <b>68%</b></p> <p>2. The percent of children who were functioning within age expectations</p> <p>in each Outcome by the time they exited the program. <b>80%</b></p> <p><b>Outcome 3: Taking appropriate action to meet needs</b></p> <table><tr><th>ECO Recommended Expanded Categories</th><th>Number of Children</th><th>Percent of Children</th></tr><tr><td>a. children who did not improve functioning</td><td>7</td><td>2%</td></tr><tr><td>b. children who improved functioning, but not sufficiently to move nearer to functioning comparable to same-aged peers</td><td>32</td><td>9%</td></tr><tr><td>c. children who improved functioning to a level nearer to same-aged peers but did not reach it</td><td>15</td><td>4%</td></tr><tr><td>d. children who improved functioning to reach a level comparable to same-aged peers</td><td>65</td><td>17%</td></tr><tr><td>e. children who maintained functioning at a level comparable to same-aged peers</td><td>254</td><td>68%</td></tr><tr><td><b>Totals</b></td><td><b>373</b></td><td><b>100%</b></td></tr></table> <p><b>Summary Statements</b></p> <p>1. Of those children who entered the program below age expectations</p> <p>in each Outcome, the percent who substantially increased their rate of growth by the time they exited the program. <b>67%</b></p> <p>2. The percent of children who were functioning within age expectations</p> <p>in each Outcome by the time they exited the program. <b>86%</b></p>	ECO Recommended Expanded Categories	Number of Children	Percent of Children	a. children who did not improve functioning	7	2%	b. children who improved functioning, but not sufficiently to move nearer to functioning comparable to same-aged peers	32	9%	c. children who improved functioning to a level nearer to same-aged peers but did not reach it	15	4%	d. children who improved functioning to reach a level comparable to same-aged peers	65	17%	e. children who maintained functioning at a level comparable to same-aged peers	254	68%	<b>Totals</b>	<b>373</b>	<b>100%</b>
ECO Recommended Expanded Categories	Number of Children	Percent of Children																				
a. children who did not improve functioning	7	2%																				
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d. children who improved functioning to reach a level comparable to same-aged peers	65	17%																				
e. children who maintained functioning at a level comparable to same-aged peers	254	68%																				
<b>Totals</b>	<b>373</b>	<b>100%</b>																				
<b>2010 (2009-2010)</b>	<b>Progress data to be reported.</b>																					

**Improvement Activities/Timelines/Resources:**

Activity	Timelines	Resources
<u>Improve Training and Technical Support</u>  Convene an end-of-the-year meeting with current districts to explore successes, challenges, and	Complete annually through 2010	<b>RIDE staff</b>

recommendations for future.		
<u>Improve Training and Technical Support</u> Develop manual which outlines the basic steps and frequently asked questions of outcomes measurement	Complete by August 2009  <b>COMPLETED</b>	<b>RIDE staff</b>
<u>Improve Training and Technical Support</u> Redesign authentic assessment training to offer more opportunities to practice assessment techniques, record data on-line appropriately, link assessment to curriculum planning	Complete by September 2010	<b>RIDE Staff and expert consultants</b>
<u>Improve accuracy and completeness of data collection</u> Refine training for administrators in interpreting and using Creative Curriculum data, supervising the outcomes data collection, and supporting special educators in observing and documenting children's functioning effectively.	Revise training annually each July.  Schedule training sessions for September-October through 2010  <b>COMPLETED for 2009</b>	<b>NECTAC, Creative Curriculum, ECO</b>
<u>Improve accuracy and completeness of data collection</u> Revise state level monitoring systems to collect and review district level policies and procedures related to outcome measurement	Complete by June 2009  <b>COMPLETED</b>	<b>RIDE staff</b>
<u>Improve accuracy and completeness of data collection</u> Develop guidelines for identifying assessing children whose progress will best be measured using an alternate assessment	Complete by September 2010	<b>RIDE staff</b>
<u>Improve observation reliability</u> Research methods of implementing reliability training for teachers in child observation to enhance current training plan. Review new assessment tool – Teaching Strategies Gold – which includes a reliability determination component.	Complete research by September 2010. Revise current training plan as necessary.	<b>NECTAC, State of NJ, ECO, Creative Curriculum</b>
<u>Improve observation reliability</u> Develop training and technical assistance support	Complete by August 2009	<b>RIDE staff</b>



for speech and language pathologists specific to the area of child assessment	COMPLETED	
<u>Determine fourth representative cohort to be phased in</u>  Use eRIDE data system to determine additional districts to be phased in.	Complete by August 2009  COMPLETED	eRIDE
<u>Send notification letters and provide information session for new districts</u>  Host information and overview session for new districts to prepare them for fall implementation of assessment system	Complete by September 1, 2009  COMPLETED	RIDE staff
<u>Design training</u>  Design training in use of authentic assessment and technical use of the on-line system for all eligible districts incorporating research on reliability training and feedback from first three cohorts.	Complete annually by September 1 through 2010	RIDE staff
<u>Design training</u>  Design guidelines and training to support the use of teams to make entry and exit determinations for all children	Complete by September 1, 2010	RIDE staff
<u>Determine fifth representative cohort to be phased in</u>  Use eRIDE data system to determine additional districts to be phased in.	Complete by August 2010	RIDE Staff
<u>Evaluate data</u>  Using guidance from ECO Center, review data for trends which might indicate data quality concerns or professional development needs.	Complete annually through 2010	RIDE Staff

## Part B State Annual Performance Report (APR) for FFY 2008

### Overview of the Annual Performance Report (APR):

**Monitoring Priority:** Parent Involvement

**Indicator 8:** Percent of parents with a child receiving special education services who report that school facilitated parent involvement as a means of improving services and results for children with disabilities.

**Measurement:** Percent = # of respondent parents who report schools facilitated parent involvement as a means of improving services and results for children with disabilities divided by the total # of respondent parents of children with disabilities times 100.

<b>FFY 2008</b> (2008-2009)	<p align="center"><b>Measurable and Rigorous Target Projected for FFY2008</b></p> <p><b>Projected Target: 31.37 percent</b> of parents with a child receiving special education services reporting school efforts at or above the state standard for facilitating parent involvement as a means of improving services and results for children with disabilities. [State Standard: Score of 600 on the <i>School Efforts to Partner with Parents Scale (SEPPS)</i>, formerly the NCSEAM Part B 25-item <i>School Efforts Scale</i>]</p> <p>Target Increase: 5.37 %age points from previous target</p> <p>Projected Score (Mean Measure): 533                      Projected increase: 8 points</p> <p>Projected Standard Deviation: 138 or lower                      Projected change: 0</p> <p>Projected Measurement Reliability: .90 or better                      Projected change: 0</p> <p>Number of Projected Returns: 6000                      Projected increase: 1,943</p> <p>Projected Return Rate: 20%                      Projected increase: 5%</p>
	<p align="center"><b>Actual Target Data for FFY 2008</b></p> <p><b>Actual Data: 33.00 percent</b> of parents with a child receiving special education services reporting school efforts at or above the state standard for facilitating parent involvement as a means of improving services and results for children with disabilities. [State Standard: Score of 600 on the <i>School Efforts to Partner with Parents Scale (SEPPS)</i>, formerly the NCSEAM Part B 25-item <i>School Efforts Scale</i>]</p> <p>Actual Increase: 7 %age point gain from previous target</p> <p>Actual Score (Mean Measure): 547                      Actual increase from previous yr: 17 points</p> <p>Actual Standard Deviation: 149                      Actual change: 7 points greater SD than 2007</p> <p>Actual Measurement Reliability: .91-.94                      Above target of .90 or better</p> <p>Actual Number of Returns: 3,948                      Actual change: 222 fewer returns</p> <p>Actual Return Rate: 15%                      Actual increase: 0 (5% below projection)</p>

**Actual Target Data for FFY 2008:**

FFY 2008 data reflects Rhode Island's third year of measurement using the same measurement tool, the *School Efforts to Partner with Parents Scale (SEPPS)*, previously known as the NCSEAM Part B School Efforts 25-item Scale. Survey period: March/April 2009. This survey period is consistent annually.

Data was gathered from a statewide, census-based survey and data analysis generated from records processed for 26,120 students with disabilities from all Rhode Island school districts. The statewide score reported is weighted for preschool and school-aged students. [Figure 1B]

**Summary:** Rhode Island has adopted the rigorous standard of 600 established by the initial NCSEAM national standard-setting process for the Part B School Efforts Scale, now referred to as the *School Efforts to Partner with Parents Scale (SEPPS)*. All Indicator 8 targets were decided in partnership with stakeholders and partner agencies, including the state's sole Parent Training and Information Center (PTIC). Because partnership improvement that is real, meaningful, and significant enough to show measureable increase in this measure requires time, Rhode Island projected no change in its target until this third administration of the measure. (Despite a projection of no score increase for the second year of survey administration in FFY 2007, results did reveal slight gains in the average statewide score as well as in the response rate and number of returned surveys for that year.)

**Discussion of Results: Score:** Rhode Island exceeded its projected target for this indicator for FFY 2008. Statewide results revealed that 33% of parents responding to the survey (**1,303 of 3,948 respondents**) reported school efforts at or above the state standard of 600, while the target for this third survey administration was projected at 31.37% reporting efforts at or above the standard. Results showed a statewide average score for FFY 2008 of 547 as compared to a score of 530 in the previous year. An increase of 17 points in the mean statewide score was achieved, against a projected increase of 8 points over FFY 2007 results.

Also meeting or exceeding expectations for FFY 2008 is the measurement reliability of .91-.94, against the expected reliability of .90 or better. This is important in terms of assuring that our results portray an accurate picture of school efforts to partner with families in Rhode Island.

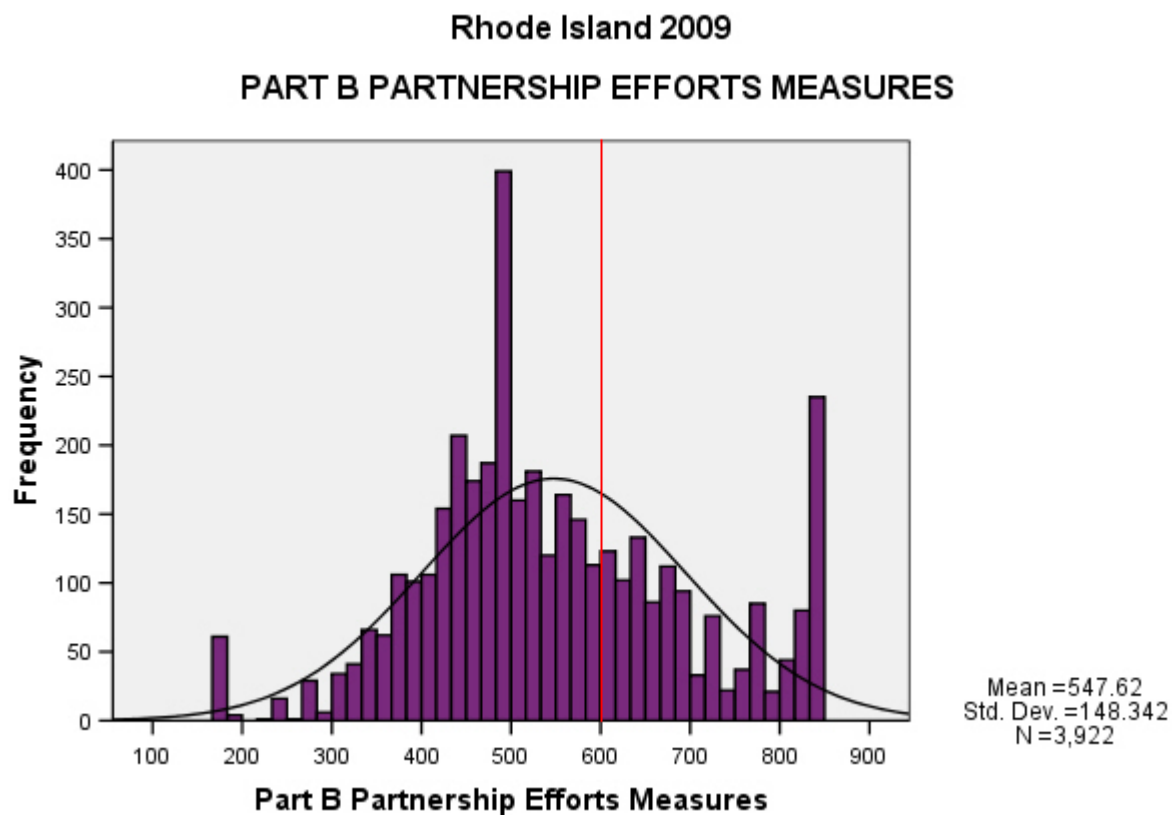
The results of Rhode Island's third administration of the NCSEAM Part B School Efforts Scale are portrayed in the following three figures:

Figure 1A: "Rhode Island Part B Partnership Efforts Measures" (unweighted)

Figure 1B: "Rhode Island Part B Partnership Efforts Measures" (weighted; used in reporting)

Figure 2: "Statistical Summary of Baseline Data"

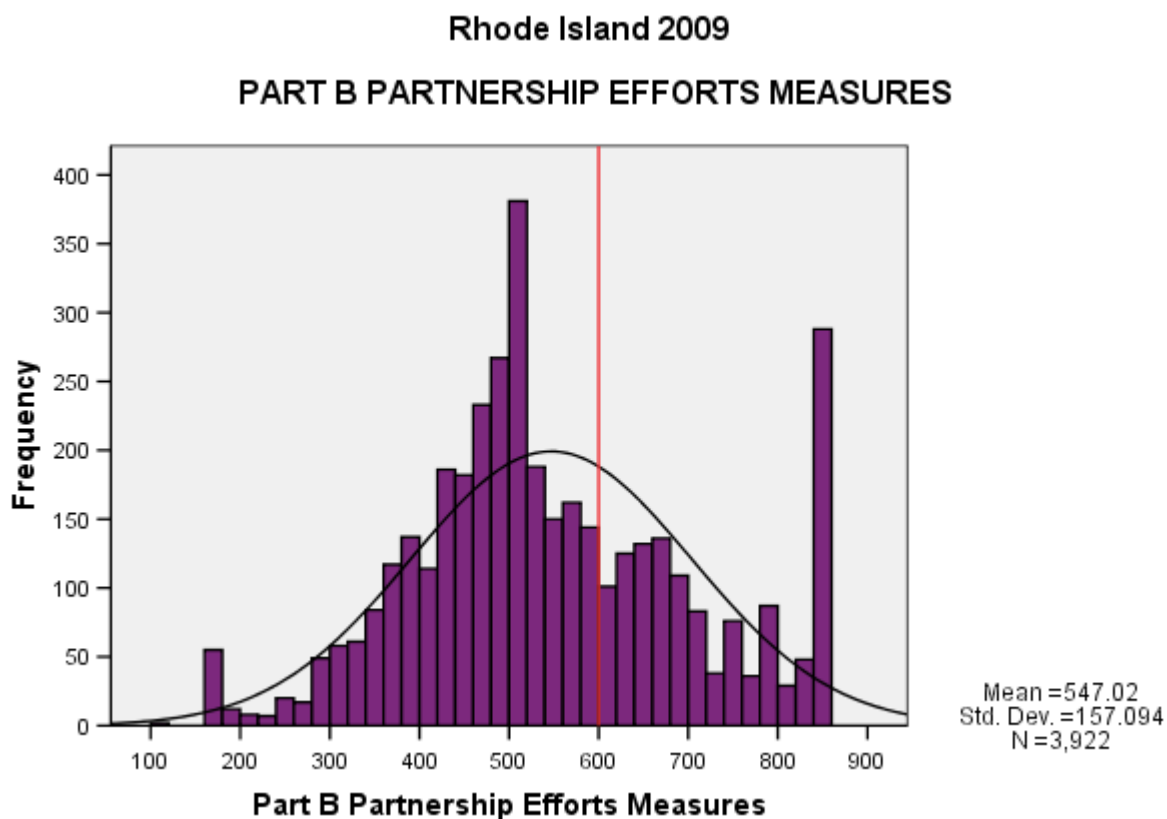
**Figure 1A**  
FFY 2008  
Measurement Results for March-April 2009



*Figure 1A*

*Distribution of Unweighted Rhode Island Part B Partnership Efforts Measures, FFY 2008*

**Figure 1B**  
 FFY 2008  
 Measurement Results for March-April 2009



**Cases weighted by RI Preschool/School- Age Ratio**

*Figure 1B*  
*Distribution of Weighted Rhode Island Part B Partnership Efforts Measures, FFY 2008*

**Figure 2: Statistical Summary of RI Results Data for FFY 2008**

**Statistical Summary**  
**STATE OF RHODE ISLAND**

PART B Special Education Parent Survey Report for Data Collected March-April 2009

<b>SPP/APR Indicator #8:</b>	Percent of parents with a child receiving special education services who report that schools facilitated parent involvement as a means of improving services and results for children with disabilities.
Standard: 600	A 95% likelihood of a response of “agree,” “strongly agree” or “very strongly agree” with the item on the NCSEAM survey’s Partnership Efforts scale: <i>“The school explains what options parents have if they disagree with a decision of the school.”</i>

**Results**

PART B Preschool (619) (Children ages 3 through 4)

<b>Percent at or above indicator 8 standard:</b> <b>40%</b>		<b>(SE of the mean = 3.3%)</b>	
Number of Valid Responses:	220		
Mean Measure:	573	Measurement SD	133

PART B School Age (Children ages 5 and up)

<b>Percent at or above indicator 8 standard:</b> <b>32%</b>		<b>(SE of the mean = 0.8%)</b>	
Number of Valid Responses:	3,702		
Mean Measure:	546	Measurement SD	149

**ALL PART B UNWEIGHTED**

<b>Percent at or above indicator 8 standard:</b> <b>33%</b>		<b>(SE of the mean = 0.7%)</b>	
Number of Valid Responses:	3,922	Measurement reliability:	.91-.94
Mean Measure:	548	Measurement SD	148

**ALL PART B WEIGHTED**

<b>Percent at or above indicator 8 standard:</b>		<b>(SE of the mean = 0.7%)</b>	
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<b>33%</b>			
Number of Valid Responses:	3,922	Measurement reliability:	.91-.94
Mean Measure:	547	Measurement SD	149
EXTERNAL BENCHMARK: ALL PART B (6 US states, 2005 NCSEAM PILOT STUDY)			
<b>Percent at or above indicator 8 standard:</b>		<b>(SE of the mean = 0.7%)</b>	
<b>17%</b>			
Number of Valid Responses:	2,705	Measurement reliability:	.94
Mean Measure:	481	Measurement SD	135

***Discussion of Participation Rate and Representativeness of Respondents in the SEPPS Measure***

*Participation Rate:*

Number and rate of survey returns for FFY2008 were slightly lower than projected at N=3,948 (with 3,922 determined valid for use in the measure) against a projected N of 6,000. Number of statewide student records processed was 26,120 for this small state. Although more than sufficient as a sample size, efforts are underway in FFY 2009 to boost participation rates. These are discussed later in the state improvement component of this indicator. In addition, it is noted that the spread of scores among respondents is slightly wider than projected at a standard deviation (SD) of 149 against a projected SD of 138 or lower; the state will continue to monitor its trend related to this measurement variable.

*Representativeness of Respondents:*

The response group included parents of students with disabilities of every age group 3-21 years and from every school district statewide. The response group was generally representative of the state population of students with disabilities for gender, race, age, and disability as follows:

Gender	
State Population (all students with disabilities)	Response Group (Respondent Parents of Students with Disabilities)
Female: 32.19%	Female: 31.90%
Male: 67.81%	Male: 68.10%

Race		
	State Population (Students with Disabilities)	Response Group (Respondent Parents of Students with Disabilities)
Native American	1.00%	.76%
Asian	1.63%	1.78%
Black	9.77%	6.09%
Hispanic	18.27%	10.40%
White	69.32%	80.95%

Age Groups: Preschool and School Age	
State Population (all students with disabilities)	Response Group (Respondent Parents of Students with Disabilities)
Ages 3-5: 10.62%	Ages 3-5: 11.32 %
Ages 6-21: 89.38%	Ages 6-21: 88.68 %

Disability Category		
	State Population	Response Group (Respondent Parents of Students with Disabilities)
Autism (Aut)	5.55%	9.51%
Emotional Disturbance (ED)	9.52%	6.65%
Developmental Delay (DD)	5.31%	7.09%
Deaf	.27%	0.25%
Hearing Impairment (Hear)	.48%	0.48%
Blind/Visual Impairment (BL/V)	.26%	0.36%
Deaf/Blind (DF/B)	.01%	0.03%
Health Impairment (HI)	15.44%	17.62%
Learning Disability (LD)	37.34%	30.60%
Multiple Disability (MD)	1.21%	1.45%
Mental Retardation (MR)	3.72%	4.16%
Orthopedic Impairment (ORTH)	.33%	0.28%
Speech Language Impairment (S/L)	20.33%	21.24 %
Traumatic Brain Injury (TBI)	.24%	0.25%
Total	100%	100%

For gender, the response group closely mirrored the state population. The response group approximated the state population of students with disabilities by age.

For race, the response group also generally reflected the state population, with Asian and Native American respondents closely mirroring the state population; white respondents' representing a slightly higher percentage than that statewide; and black and Hispanic respondents reflecting slightly smaller percentages than that statewide.

For age, respondents closely mirrored the student population for preschool and school aged students with disabilities in Rhode Island.

For disability, the percentage of respondents for disability categories of ED, DD, Deaf, Hearing, BL/V, HI, MD, MR, ORTH, S/L, and TBI closely mirrored statewide percentages for these categories. Percentage of respondents for category of LD was lower than that statewide. For the category of Autism, the respondent group, although small in number, reflected a percentage nearly twice that of the statewide percentage for this group. The category of DF/B reflects a number smaller than ten for this category.

**Discussion of Completed Improvement Activities  
And Explanation of Progress  
That has occurred for FFY 2008:**



### Rhode Island Context for Indicator 8 Improvement Activity: Challenges and Solutions

State level collaboration is well established among Rhode Island educators and parents of students receiving special education services. The RI Department of Education promotes collaboration also at the community level, in part by requiring that district strategic plans address family and community engagement and by conveying the message that school improvement plans should align with district strategic plans. School improvement plans do reflect school-based efforts to partner with parents, and there exist many examples of positive school efforts to accomplish this.

However, educator and parent agency partners at the state level readily acknowledge the challenge of ensuring at the school level a widespread, systemic, service-driven culture that cultivates genuine, reciprocal partnership between school personnel and families, especially those whose children face learning and behavioral challenges. Establishing an accountability system for productive school-family partnership was historically limited by the lack of a valid, reliable all-school measurement of parent involvement efforts, leaving progress assessment, feedback to schools, and accountability for local policies and practices highly anecdotal in general education. Further, districts and schools have been stretched to their professional development limits to address other dimensions of education that are, in fact, measured – for example, student academic achievement levels. Despite research findings clearly showing the importance of parental involvement to student achievement, as well as accountability systems requiring evidence of partnership efforts, schools' limited resources and energies tend to be devoted to activities that are formally measured and publicly reported. Rhode Island is confident that growing awareness of, and now publicly reporting, the results of a valid, reliable measure of school efforts toward parent partnership has begun to boost accountability and continuous improvement in this critical arena.

### Addressing Indicator 8

The development and implementation of the parent involvement indicator in Rhode Island benefits from a wide perspective of stakeholders. The state's Parent Training and Information Center (PTIC) and Parent Information and Resource Center (PIRC), the Parent Support Network of Rhode Island, district Special Education Administration, and the RI Department of Education Office for Diverse Learners, including IDEA and NCLB/Title I staff, are active partners in policy, planning, program, and professional development across parent partnership initiatives, including work on the SPP and Indicator #8. As a small state, Rhode Island enjoys face-to-face relationships with all key parent groups as a regularity of its system, and awareness of the parent involvement indicator of the state's SPP has mushroomed this year. The state's Indicator 8

Liaison serves as the RI Department of Education liaison to the RI state level Special Education Advisory Committee as well.

Likewise, the Office for Diverse Learners liaison for the SPP Indicator 8 work is a partner in the parent partnership efforts across RI Department of Education (RIDE) offices. RIDE delineated *Community and Family Engagement* as part of its *Progressive Support and Intervention (PS & I)* system of school accountability. This component reflects one of several expectations delineated for school districts as a component of district level strategic plans. Importantly, NCLB/Title I staff were integrated this year into the Office for Diverse Learners in Rhode Island. Title I staff working on district level parent involvement policies, Home-School Compacts, and related technical assistance builds contexts supportive of the SPP Indicator 8 work are directly collaborating with Indicator 8 staff within the same office. For example, RIDE IDEA, Title I, and PTIC staffs have collaborated in promoting the National Standards for Parent/Family Involvement Programs, developed by the National Parent Teacher Association, as an organizing framework for multiple school-family partnership initiatives, and these standards are formally endorsed by the RIDE's governing board, the RI Board of Regents for Elementary and Secondary Education.

To direct the state's ongoing work on Indicator 8, the Office for Diverse Learners works jointly with various parent representatives, particularly Rhode Island's PTIC and PIRC, and the Parent Support Network of Rhode Island (PSNRI), as well as representation from district special education administrators, to address OSEP feedback and revise the state's measurement plan. The State Special Education Advisory Committee as well as all district Local Special Education Advisory Committees, also are kept informed about and encouraged to give guiding input to, Rhode Island SPP Indicator 8 work.

This collaboration brought the following action for FFY 2008 survey administration:

- **Measurement Tool:** Rhode Island continues its commitment to utilize the National Center for Special Education Accountability Monitoring (NCSEAM) Part B School Efforts Scale, now known as the *School Efforts to Partner with Parents Scale (SEPPS)*, using the recommended 25-item survey as its annual measurement instrument for this indicator. [Appendix] Based on dialogue with Rhode Island's Special Education Advisory Network (SEAN), comprised of local and state advisory committees along with the PTIC, RIDE explored possible changes to one survey item, the phrasing of items, and the survey cover letter. It was collaboratively decided to make no changes in the survey itself, and to revise the survey cover letter by replacing it with a family-friendlier one page "notice" format.
- **Continuation of Survey Administration Schedule for FFY 2008:** Rhode Island established its baseline measure in FFY2006, conducted its third administration in FFY2008, and confirms its commitment to continue to conduct the measure annually in March/April.

- Survey Accessibility for Multiple Languages:** The state contracts with a private in-state translation service for translations of the *SEPPS* into the four printed languages most frequently utilized in Rhode Island: English, Spanish, Portuguese, and Khmer (Cambodian). [Appendix]. During FFY2007, the state received feedback from Cape Verdean representatives that this population would be better served through administering future surveys in Portuguese, in that Cape Verdean speakers consider Cape Verdean to be their spoken language only, with Portuguese the preferred written language. This version was reconsidered and changed accordingly for the March 2009 administration.
- Expert Assistance:** The state completed year three of a five-year contract with Avatar International, LLC, for assistance as needed with all required steps of the Indicator 8 measurement process outlined by OSEP. RIDE connects the survey and translation vendors as needed to enable them to collaborate directly for final formatting and production of survey materials in multiple languages. Rhode Island relies on the survey vendor particularly for customizing, bar coding, and producing the surveys, disseminating and collecting the mailings, conducting the data analyses and reports, and educating RIDE and its stakeholder workgroup through ongoing consultation, to enable the state to make maximal use of the survey results in target-setting and improvement planning. This vendor was selected in part because it employed as Chief Investigating Officer an individual who contributed to the NCSEAM Survey's development and pilot. It also holds rare confidentiality certification. All transmissions of student data are encrypted. This consultant initially offered much needed expert consultation in measurement, including webinars as needed for the Indicator 8 stakeholder work group, and generates state-specific disaggregated reports that greatly assist with improvement planning.
- State Capacity for the Measurement Process:** To increase the accuracy of the student information data file needed for survey coding, dissemination, and analysis, as well as to add needed data elements of home address and home language (not previously collected by the state's general student information system ("e-RIDE")), RIDE has successfully incorporated the needed data elements and reporting requirements into the system of annual data reporting by school districts to the state (eRIDE). This annual general education data report from school districts statewide is fully completed each year by November 1<sup>st</sup> and permits continuous updating and inclusion of every student. This resolved the scheduling conflicts and some of the data errors of the initial year caused by the necessity of issuing a separate, addition data request from districts to obtain the additional data elements not included in the eRIDE system.

Challenge encountered but improving: The approximately 1200 envelopes returned for non delivery in FFY 2007 greatly reduced in FFY 2008 to approximately 150. There are also approximately 200 student data files found by our survey vendor's software check to reflect address errors.

**Solution:** Returned envelopes were handled, where possible, through re-mailing, using forwarding addresses provided by the U.S. Postal Service. To assist with corrections to districts' data, each piece of returned undelivered mail was manually entered into a database, with reason for non-delivery. In May 2009, each district's Director of Special Education was given a list of each address error found by either the vendor's software check or as a result of undelivered, returned envelopes. Each district was asked to correct these errors and increase vigilance in their district's system of reporting student addresses.

- **Survey Marketing:** RIDE and its PTIC umbrella agency, the Rhode Island Parent Information Network (RIPIN), partnered in marketing the *SEPPS* during winter 2009. RIPIN convened a statewide evening dinner meeting and collaborated with RIDE to inform and solicit assistance from RI's statewide network (known as the Special Education Advisory Network (SEAN)). SEAN includes all district Local Advisory Committees (LACs), the state level Special Education Advisory Committee, and others. RIDE and RIPIN developed and implemented the following marketing strategies:

- ⇒ Dissemination of one-page color and black/white notices in four languages to each local Special Education Advisory Committee, to each school district special education office, and to each Rhode Island school Principal for local dissemination. *"Coming to Your Mailbox in March...."*
- ⇒ As planned with the statewide network SEAN, a variety of locally implemented Local Advisory Committee prompts, such as local automated phone messages, mailings, or meetings, were conducted to inform parents within their communities about the upcoming survey and to encourage their participation.

[Note: Local Special Education Advisory Committees (LACs) in RI represent committees parallel to State Advisory Committees under IDEA and have been in place in RI local school districts for more than 25 years as a requirement under state special education regulations. The school committee of each local and regional special education program must appoint and support such an advisory committee on special education, comprised of parents of children with disabilities, school personnel, and individuals with disabilities. Each LAC advises the local district on matters concerning the unmet needs of students with disabilities and advocates in partnership with parents for students with disabilities to ensure entitlements, among other roles and responsibilities.

The RIDE collaborates with the RI PTIC, RI Special Education Advisory Committee (RISEAC), Parent Support Network of RI, and the network of district LACs, who jointly convene for statewide networking dinner meetings throughout the school year. The SEAN network facilitates communication, program development, and professional development of all partners, with the express purpose of supporting RISEAC and local LACs in their roles

of advising state and local special education improvement. This network offers a potentially rich resource to the ongoing work of SPP data collection and improvement activities, particularly in maximizing culturally competent and locally effective outreach to encourage survey participation and to facilitate improvement efforts.]

- ⇒ Joint advertisement (quarter-page ad w/photos) in the Providence Sunday Journal, the state's largest newspaper, at the start of the survey period.
- ⇒ Joint advertisement on RI Public Transit Authority (RIPTA) buses prior to and throughout the survey period—interior posters on full size busses and exterior signs on approximately 30 public transport vans.
- ⇒ Joint public service announcements in English and Spanish on the state's major radio stations, including Spanish stations.
- ⇒ Joint signatories and agency logos on the survey cover letter and survey
- ⇒ Establishment of a call center available to respond to parent inquiries and requests for survey assistance, in partnership with the PTIC, through preparation and support of contact persons at the PTIC to receive calls and provide multilingual assistance throughout the survey period. A log was kept of all issues identified by the relatively small number of callers for use in informing subsequent administrations of the parent survey.

*Marketing Challenges Encountered:* Despite extensive marketing and selection of a survey administration date during a least eventful time of year (e.g. no elections, no state assessment), the projected participation rate of 20% was not realized in FFY2008. Participation rate, although representative of the state, was 15%. Rhode Island is seeking to increase its participation rate by an N of 1,000 per year.

*Solution:* In addition to direct feedback to each district regarding accuracy of student addresses, RIDE began work during FFY2008 to create capacity and avenues for district level awareness-building, public reporting, and accountability regarding the statewide parent involvement measure. The strategy includes:

- Boosting local incentives for promoting parent survey participation by raising the stakes. The state shifted from publicizing state level survey results to reporting district level survey results in terms of scores and participation rates;
- Creating and conducting information sessions for all districts statewide, to build awareness of the statewide measure, the data it offers for improvement planning at the local level, each district's parent participation level for the annual survey, and each district's results on the measure. Districts were required to attend in pairs—a special education administrator and parent leader or LAC chair. To reach all districts, five regional sessions were provided and

co-facilitated by parent, school, and state leaders, including a school principal, a PTIC representative, and a RIDE (SEA) representative. District pairs were very engaged, particularly interested in local results and participation rates, and generated written plans for taking on the role in their school communities of leading the effort to build awareness of the SEPPS, district results, and increasing participation rates. Subsequent plans will turn to how to use the data in improvement planning around school efforts to partner with families.

- Heightening accountability: Very importantly, RIDE prepared to embed Indicator 8 elements into districts' annual web-based [*AcceleGrants*] applications for IDEA allocations. In spring 2009, an application item was generated addressing Indicator 8 that would, beginning in FFY2009, require the district to report its district level performance on the SEPPS, report its participation rate, and outline its plan for the upcoming year to build district level awareness of the measure, data yielded and its usefulness, and district results. The Parent Involvement item embedded in districts' *AcceleGrants* application creates a placeholder for the district to enter its own score and participation rate on the *SEPPS*; describe its parent involvement efforts as these address improvements implicated by SEPPS performance and align with the National Standards for Parent/Family Involvement Programs (PTA); describe its Local Special Education Parent Advisory Committee; highlight professional developments plans related to facilitating genuine IEP dialogue with families; and report on related parent involvement items such as culturally responsive practices. This development creates a new capacity to publicize district level results in terms of survey participation rates and scores on the measure; hold districts accountable for addressing survey results; See Appendix for *AcceleGrants* item.
- Making release of annual IDEA allocations for FFY2008 contingent on district reporting of improvement plans related to parent involvement as well as a number of parent partnership elements related to Indicator 8.

Based on the belief that “what gets measured gets counted”, this approach will provide districts in subsequent years with meaningful local data that provides direct, district-specific feedback and a focus for local efforts at parent involvement. It will also enable more customized improvement efforts based on individual district need and results in terms of *SEPPS* item analysis. Given that the development of the districts' annual application is generally a public process, this will provide an additional avenue for public reporting and for systematic check-in and technical assistance between RIDE and every school district each year regarding Indicator 8.

#### **Discussion of Improvement Activities Completed:**

Given the magnitude, relative novelty, and capacity implications of implementing and building working knowledge about a standardized, census-based statewide parent involvement measure, fiscal and human resources for Indicator 8 during FFY 2008 continued, in part, to maintain necessary contracts with the survey vendor, PTIC, and translators, maintain and enhance data and web-based systems, market the survey, and report results as necessary to successfully institutionalize the statewide survey process.

Importantly, increased energy and resources were devoted in FFY 2008 to launching the statewide improvement strategy designed to expand the Office for Diverse Learners' capacity to assist districts in addressing Indicator 8 and to build the districts' capacity to build local awareness and inform local partnership improvement. Table one outlines the Indicator 8 improvement activities completed in FFY 2008.

**Table One: Rhode Island Improvement Activities Completed**  
**For School/Family Partnership in FFY 2008 (July 08 – June 09)**

Projected Activity	Resources	Projected Timeline	Status FFY 2008
<b>Convene the <i>School/Family Partnership Workgroup</i></b> , an expansion of the Indicator 8 workgroup. The Workgroup will advise, oversee, and share in the implementation of improvement activities.	Time, meeting space, staffing, funding, and materials shared among agencies.	Winter 2008/ Spring 2009	Completed
<b>Engage stakeholders.</b> Establish the <i>School/Family Partnership Workgroup</i> , an expansion of the Indicator 8 workgroup, <u>with educator and parent consultants to districts</u> . The Workgroup will advise, oversee, and share in the implementation of improvement activities.	Staffing, space, and equipment contributed from partnering organizations.  Materials and funding contributed by RIDE.  Co-Chair staffing provided by RIDE and PTIC.	February 2009	Completed
<b>Expand <i>Workgroup</i> capacity.</b> Educate and prepare new <i>School/Family Partnership Workgroup members</i> regarding Indicator 8, the NCSEAM measure, state baseline measure, improvement targets, National Standards, Best Practices, and existing structures/initiatives underway.	Indicator 8 workgroup member knowledge.  Materials provided by RIDE and partnering organizations.  Staffing, space, and equipment contributed from partnering organizations.  Co-Chair staffing provided by RIDE and PTIC.	Spring 2009	Completed
<b>Improvement plan</b>			

<p>Build on:</p> <ul style="list-style-type: none"> <li>➤ RIDE Title I/NCLB initiative began in 2007 which convened schools for self-study and to share practices related to two key National PTA Standards: Communication and Student Learning.</li> <li>➤ Continue collaboration with the state PTIC's statewide network of state and local special education advisory committees (SEAN) and its well-established professional development capacity and offerings.</li> <li>➤ Encourage local professional development related to staff skill-building for facilitating reciprocal school-parent communication, positive school-parent relationships, and for engagement of parents in genuine dialogue in IEP meetings and other decision-making with parents by requesting district PD plans as part of their annual application for IDEA funds.</li> </ul>	<p><i>School/Family Partnership Workgroup</i> and SEAN members' time, expertise, organizational resources such as meeting space, equipment, or materials</p> <p>Materials and funding provided by RIDE and in-kind contributions from partnering organizations.</p> <p>Staffing, space, and equipment contributed from partnering organizations.</p> <p>Co-Chair staffing provided by RIDE and PTIC.</p>	<p>Winter/ Spring 2009</p>	<p>Tasks Completed</p>
<p><b>Inform school districts</b></p> <p>As part of preparation for the June 2009 annual district application for federal funds (consolidated Resource Plan (CRP) through a web-based application (AcceleGrants); and for awareness building regarding the <i>SEPPS</i>, the data it yields, district results, participation rates, and use of data for local improvement planning, begin ongoing process of informing districts about their survey scores and use of this measure.</p>	<p>Office for Diverse Learners funding with in kind staffing collaboration.</p> <p>Contracted services as needed, facilitated by pairing professional and parent session leaders.</p>	<p>Spring 2009 and ongoing</p>	<p>Completed four regional work sessions statewide for district parent and administrative pairs. Most districts statewide participated.</p> <p>Created and embedded into annual LEA application for IDEA allocation funds a comprehensive application item related to Indicator 8, with funding contingent I part on response to</p>



			this item.
<p><b>Put shared resources in place; expand capacity with contracted vendors for technical assistance to schools and parents.</b></p> <p>Fund a statewide, regionally accessible training and technical assistance resource for delivering professional development that supports district understanding and application of their survey results.</p>	<p>Funding through RIDE using sources under IDEA and PTIC.</p> <p>In kind staffing, facilities, equipment, and materials contributed by partnering agencies.</p>	<p>Spring 2009 in preparation for the 2009-2010 school year</p>	<p>Completed, funded and embedded within PTIC a state level training and TA pair consisting of a seasoned parent consultant and a school principal.</p> <p>This pair is co-conducting learning sessions and preparing to provide joint consultation to districts' school and parent leaders.</p> <p>Guiding principle: Co-facilitation and consultation; co-participation for districts, pairing parents and professionals in teaching and learning.</p>

#### **Revisions, with Justification, to Proposed Targets / Improvement Activities / Timelines / Resources for FY 2008**

There are no revisions proposed at the current time to Indicator 8 targets. Rhode Island maintains its commitment to the Indicator 8 targets as outlined in its five year (2005-2010) SPP. The RIDE Office for Diverse Learners also maintains its commitment to providing IDEA Part B resources to improve activities outlined in its SPP, as well as continuing to work with partners to expand and blend resources on behalf of improved school efforts to involve parents and families as a means of improving services.

Improvement Strategy: Enable school districts to use survey results in their own improvement planning. Much of the resources and energies in the first two years of survey administration were devoted to creating the state's capacity to launch this first measure of its kind, expand the state's data collection system to generate needed data files, and explore new marketing territory. This afforded RI the time to appreciate the depth of information this measure offers, not only in terms of state level, results-based progress monitoring, but in terms of disaggregated feedback to local school districts to inform their own practice and to measure their own progress.

Given more understanding about the nature of the measure, and the potential impact on results that targeted improvement activity, based on specific item analysis of survey results, can bring, it has become apparent that it makes less sense to deliver state level training based on state level results and more sense to train local districts (parents and professionals) to understand the measure, the information yielded, and how to apply this information to locally tailored improvement activity based on district level item analysis and disaggregated results.

Tools: The annual district AcceleGrants application now serves as the centerpiece for annually documenting and prompting the progress of this work. The FFY 2008 release of the training binder, *Improving Relationships & Results: Building Family and School Partnerships* was explored as a professional development resource to inform district level training and technical assistance to school districts, and will inform any professional development plans for subsequent years.

Justification: Public reporting of district level results and funding contingent, in part, on local awareness building and improvement planning, has prompted focused attention to schools' efforts to involve parents as one way of improving services to students with disabilities.

The aspect of the improvement plan that remains unchanged is continued awareness building of the measure, district level results, increasing survey participation rates, and how to use the results to make improvements in parent involvement practice. The Indicator 8 workgroup expanded its membership in FFY 2008 to include additional school and community representatives, and activated an on-going *School/Family Partnership Workgroup*. RI has now established and embedded in its PTIC a parent-professional consulting team to lead on-going assistance to districts regarding the use of the *SEPPS* in local improvement efforts related to Indicator 8.

Justification: Increased awareness of the measure, use of results, and improvement expectations has begun to provide clarity and focus for school efforts at parent involvement in school level planning and professional development.

Overview of Improvement Plan Detail and Timeline for FFY 09 (July 09 - June 10)

Activity	Resources	Projected Timeline	Projected Status FFY 2009
<b>Continue to Convene the <i>School/Family Partnership Workgroup</i>.</b> Indicator 8 workgroup will meet periodically. The Workgroup will advise, oversee, and share in the implementation of improvement activities. Work members include RIDE Liaison, PTIC Liaison, District Special Ed. Director, PSN Liaison, and a state level parent-professional training pair now contracted through the PTIC and funded by RIDE.	Time, meeting space, staffing, and materials shared among agencies.  Co-Chair staffing provided by RIDE and PTIC.	July 2009 – on-going	Regularly scheduled Workgroup meetings
<b>Inform and provide technical assistance to local school districts and parents as partners</b>  Provide regional information and work sessions statewide to inform district school and parent leader pairs about the 2008-2009 <i>SEPPS</i> results, survey participation rates, usefulness of results, and suggested action planning to increase participation for the 2009-2010 survey.	Office for Diverse Learners funding with in-kind staffing from partner agencies.  Contracted services as needed with school/family partners.	November 2009	Sessions scheduled and support materials developed and disseminated to districts as needed

<p><b>Public Awareness Campaign and Distribution of Parent Survey</b></p> <p>Conduct marketing campaign and administer SEPPS statewide for the 2009-2010 school year.</p> <p>Maintain all marketing activities <u>and enhance by adding</u>:</p> <ul style="list-style-type: none"> <li>--Direct mailing to every household two weeks prior to the survey mailing;</li> <li>--Addition of PTIC insert in direct mailing;</li> <li>--Redesigning the survey cover letter to increase family-friendly appearance and message;</li> <li>--Boost survey recognition by aligning designs of pre-survey notice and post-survey reminders with re-designed survey cover notice.</li> </ul> <p>Indicator 8 workgroup, RIDE, and contracted vendor will work jointly to implement marketing activities, support distribution of the survey, and provide effective technical assistance to schools and family members as scheduled or requested. A Q &amp; A resource tailored to address questions arising from work with districts will be generated and translated.</p>	<p>Indicator 8 workgroup RIDE and contracted vendor</p> <p>Staffing, space, materials and equipment contributed from RIDE and partnering organizations.</p> <p>Modify contract with survey vendor to add inserts and to conduct additional direct mailing to every survey recipient.</p> <p>Contract with translation vendor to translation re-designed survey marketing materials and Q &amp; A resource.</p>	March 2010	Effective administration of the <i>SEPPS</i> that meets projected FFY09 targets.
<p><b>Explore, develop and offer Communication Module as professional development to school communities</b></p> <p>School/Family Partnership Workgroup members will explore, develop and offer a communication module to school districts in support of school improvement planning around parent involvement and enhance existing structures/initiatives already in place.</p>	<p>Resources:</p> <p>Indicator 8 workgroup member knowledge</p> <p>NCSEAM training manual</p> <p>National PTA Standards for Parent Involvement Programs</p> <p>Best practice resources contributing by partner agencies</p> <p>Staffing, space, materials and equipment contributed from RIDE and partnering organizations.</p> <p>Co-Chair staffing provided by RIDE and PTIC.</p>	By May 2010	<p>Indicator 8 Workgroup to schedule and offer training sessions to school community and parents as partners</p> <p>Format: Parent-Professional session Leaders and follow up consultation.</p> <p>Parent-Professional pairing of participating district members</p>

<p><b>Make allocation funding contingent on LEA addressing Indicator 8</b></p> <p>Implement and administer new, comprehensive Parent Involvement item, including Indicator 8 elements, in the 2009-2010 annual local application for IDEA allocations (Consolidated Resource Plan (CRP), as reflected in the web-based application, AcceleGrants).</p> <p>Through review and approval of applications, provide assistance to districts in planning and reporting regarding Indicator 8 elements and related parent involvement plans in their annual application for IDEA funds.</p> <p>Review and revise as needed this item in preparation for the annual application for IDEA allocations for the 2010-2011 school year.</p>	<p>RIDE staff of the Office for Diverse Learners in collaboration with the RIDE Office of Finance and AcceleGrants vendor</p> <p>Partial contribution of resources of the Office for Diverse Learners</p>	<p>July 2009</p> <p>Summer/Fall 2009</p> <p>June 2010</p>	<p>Item fully embedded and administered in annual application.</p>
<p><b>Continue annual public performance reporting</b></p> <p>Inform districts of their 2009-2010 <i>SEPPS</i> results and survey participation rates. Continue to encourage local leadership of parent and director pairs in building local awareness of the measure, the data it offers to improvement planning, and progress of local results.</p> <p>Provide district-specific consultation with the state level parent/professional consultation cadre as needed.</p>	<p><i>School/Family Partnership Workgroup</i></p> <p><i>RIDE resources to maintain contract with PTIC for cadre pair support.</i></p>	<p>May-June 2010</p>	<p>Information to all districts</p>

## Part B State Annual Performance Report (APR) for FFY 2008

### Overview of the Annual Performance Report Development:

#### Monitoring Priority: Disproportionality

**Indicator 9:** Percent of districts with disproportionate representation of racial and ethnic groups in special education and related services that is the result of inappropriate identification.

(20 U.S.C. 1416(a)(3)(C))

#### Measurement:

Percent =  $\left[ \frac{\text{\# of districts with disproportionate representation of racial and ethnic groups in}}{\text{\# of districts}} \right] \times 100$

special education and related services that is the result of inappropriate identification) divided by the (# of districts in the State)] times 100. (0 LEAs divided by 50 LEAs) x 100 = 0%

In analyzing data for this indicator, the State used its Fall October 2008 Enrollment and December 2008 Child Count for the FFY 2008 SPP/APR submission.

#### **Definition of “Disproportionate Representation” and Methodology**

**Disproportionate Representation** is defined as a risk ratio of 2.5 or higher or less than 0.40 for two consecutive years with a minimum n size of 10 students (step one) plus evidence of policies, procedures, and/or practices which result in inappropriate identification (step two). Evidence was collected from multiple sources: record reviews, onsite visits, district submissions in the consolidated resource plan, records of complaints, mediations, and hearings.

Using the criteria established above, the State determined that 14 school districts were identified as meeting the data threshold for disproportionate representation. (Step One)

#### **Determining if Disproportionate Representation is the Result of Inappropriate Identification**

The State reviewed the 14 districts identified in step 1 of the FFY 2008 data review as having disproportionate representation to determine whether the disproportionate representation was the result of inappropriate identification. Evidence was collected from multiple sources:

- on-site record reviews which occur both as part of the School Support System of Focused Monitoring and also as part of additional probes in response to disproportionality data.
- onsite visits in which district general education and special education leadership, building principals, special education and general education teaching staff, related service providers, parents, and students are interviewed
- required district submissions of a disproportionality self-assessment and corresponding evidence checklist as a Word document in the Consolidated Resource Plan/Accellegrants IDEA application June 2009
- records of complaints, mediations, and hearings.

As a result of its extensive verification process, the State found that no districts were noncompliant with the eligibility and/or evaluation requirements.

Accordingly, the State determined that 0 of the 14 districts had disproportionate representation of racial and ethnic groups in special education and related services due to inappropriate identification.

#### **Actual Target Data for FFY 2008:**

FFY	Measurable and Rigorous Target
FFY 2008	0% of LEAs with disproportionate representation of racial and ethnic groups in special education and related services that is the result of inappropriate identification.

**Target Data for FFY 2008:****Districts with Disproportionate Representation of Racial and Ethnic Groups that was the Result of Inappropriate Identification**

Year	Total Number of Districts	Number of Districts with Disproportionate Representation	Number of Districts with Disproportionate Representation of Racial and Ethnic Groups that was the Result of Inappropriate Identification	Percent of Districts
FFY 2008 (2008-2009)	50	14	0	0.00%

No Asian students were disproportionately represented. Black students are disproportionately represented in 6 districts as are Native American students. Hispanic students are disproportionately represented in 3 districts. White students are disproportionately represented in 5 districts. No district which met the n size requirement had under representation.

**Discussion of Improvement Activities Completed and Explanation of Progress or Slippage that occurred for FFY 2008:**

Progress in the area of disproportionate representation due to inappropriate identification practices is likely due to continued emphasis on and attention to the issue in statewide technical assistance, the School Support System of Focused Monitoring, the annual Consolidated Resource Plan/Accelerants IDEA submission. LEAs received targeted technical assistance from RIDE in collaboration with the New England Equity Assistance Center, the Rhode Island Technical Assistance Project, and the Northern RI Educational Collaborative. Topics included culturally responsive educational practices, distinguishing cultural and linguistic difference from disability, response to intervention (RtI) initiatives for serving all students with responsive systems of supports and interventions, technical assistance and guidance on the implementation of state regulations for the education of English language learners, and RtI for English Language Learners. RIDE requested additional technical assistance from the New England Equity Assistance Center which provided further targeted technical assistance to three LEAs with disproportionate representation. Review and revision of SEA policies, procedures, and practices has included the following activities:

- Review and revision of the state basic education plan including Chapter 14 Supports to Students completed June 2009
- Finalization of state criteria for identifying students with learning disabilities June 2009
- Review and revision of the Rhode Island Individualized Education Program (IEP) Guidebook spring 2009
- Drafted guidance on the implementation of RtI for identifying students with learning disabilities with anticipated completion by February 2010
- Drafted and finalized guidance on LEA obligations to English Language Learners whose parents waive program placement October 2009

**Correction of FFY 2007 Findings of Noncompliance (if State did not report 0%):**

Level of compliance (actual target data) State reported for FFY 2007 for this indicator: 8%  
For the 4 districts identified in FFY 2007 that were in noncompliance related to this indicator, the State verified timely correction of noncompliance for all districts. In each of the 4 districts, the State: (1) required the LEA to change policies, procedures and/or practices that contributed

to or resulted in noncompliance; and (2) required the LEAs to participate in targeted technical assistance to ensure that each LEA is correctly implementing the specific regulatory requirement(s) for which they were found noncompliant.

1. Number of findings of noncompliance the State made during FFY 2007 (the period from July 1, 2007 through June 30, 2008)	4
2. Number of FFY 2007 findings the State verified as timely corrected (corrected within one year from the date of notification to the LEA of the finding)	0
3. Number of FFY 2007 findings <u>not</u> verified as corrected within one year [(1) minus (2)]	4

**Correction of FFY 2007 Findings of Noncompliance Not Timely Corrected (corrected more than one year from identification of the noncompliance):**

4. Number of FFY 2007 findings not timely corrected (same as the number from (3) above)	4
5. Number of FFY 2007 findings the State has verified as corrected beyond the one-year timeline ("subsequent correction")	4
6. Number of FFY 2007 findings <u>not</u> yet verified as corrected [(4) minus (5)]	0

**Actions Taken if Noncompliance Not Corrected:**

NA

**Verification of Correction (either timely or subsequent):**

**Verification of correction of non-compliance occurred via**

- monitoring of district negotiated agreements and corrective action plans by RIDE and/or
- examination of evidence of revised policies, procedures, and practices submitted to RIDE and/or
- student file reviews and
- examination of data

The verification activities are tailored to the particular case of noncompliance. For example, where procedures led to inappropriate identification practices, RIDE required the district to submit a revised procedure manual and schedule of dissemination including training to district staff. In addition, the New England Equity Assistance Center and the Northern RI Educational Collaborative report to RIDE on targeted technical assistance activities and outcomes for each district. Those activities include assisting the district in necessary revisions and district staff training on new or revised policies or procedures. No district had an individual child case of noncompliance to correct.

**Correction of Remaining FFY 2006 Findings of Noncompliance (if applicable):**

Data Year	Number of LEAs with Disproportionate Representation	Number of LEAs where Disproportionate Representation was the Result of Inappropriate Identification (Actual Target Data)
FFY 2006 (Dec 06)	11	7

1. Number of FFY 2006 findings not timely corrected	7
2. Number of FFY 2006 findings the State has verified as corrected beyond the one-year timeline ("subsequent correction")	7
3. Number of FFY 2007 findings not yet verified as corrected	0

Correction of noncompliance FFY 2006 Verification of correction of non-compliance occurred via record reviews, onsite visits, monitoring of district negotiated agreements and corrective action plans by RIDE. Plans for correction of noncompliance through revision of policies, procedures, and practices were submitted by LEAs June 1, 2007 in their consolidated resource plans. LEAs received targeted technical assistance from RIDE in collaboration with New England Regional Resource Center, the New England Equity Assistance Center, and the Northern RI Educational Collaborative. Through this process 3 of the 7 LEAs demonstrated correction of noncompliance by revising policies, procedures, and practices in their LEAs. The remaining 4 districts corrected noncompliance as reported in the section titled **Correction of FFY 2007 Findings of Noncompliance** on the 3<sup>rd</sup> page of this specific indicator.

**Correction of Any Remaining Findings of Noncompliance from FFY 2005 or Earlier (if applicable):**

NA

**Additional Information Required by the OSEP APR Response Table for this Indicator (if applicable):****Significant Disproportionality** is defined as

- Risk levels for a racial group that are 1% or higher than the national risk for all students;
- A risk ratio that shows that the risk for the group in the district is at least 2.5 times the combined risk for all students in the nation;
- There must be at least 10 students in the category in question;
- The specific criteria must be met for two consecutive years;

LEAs with significant disproportionality were required to review and, if appropriate, revise policies, procedures, and practices in their consolidated resource plans submitted June *each year* and publically report on any such revisions. RIDE has provided a district self-assessment tool and evidence checklist to assist LEAs with this review. Evidence of revised policies, procedures, and practices was also submitted in districts' consolidated resource plans June 2009. LEAs received targeted technical assistance from RIDE in collaboration



with the New England Equity Assistance Center and the Northern RI Educational Collaborative on the review and revision of policies, procedures, and practices. In addition, LEAs were required to support Coordinated Early Intervening Services (CEIS) with 15% of their IDEA funds and report on their proposed activities in the consolidated resource plans and ARRA grants submitted June 1, 2009. LEAs are reporting on the number of students receiving CEIS who are subsequently referred to and found eligible for special education and related services through the eRIDE enrollment census. The first data collection was due June 20, 2009 and ongoing data collection is currently happening during this 2009-2010 school year. LEAs received targeted technical assistance from RIDE in cooperation with the Northern RI Educational Collaborative on CEIS.

**Revisions, with Justification, to Improvement Activities / Timelines / Resources for FFY 2008 (if applicable):**

No revisions at this time.

**Part B State Annual Performance Report (APR) for FFY 2008**

**Overview of the Annual Performance Report Development:**

**Monitoring Priority: Disproportionality**

**Indicator 10:** Percent of districts with disproportionate representation of racial and ethnic groups in specific disability categories that is the result of inappropriate identification.

(20 U.S.C. 1416(a)(3)(C))

**Measurement:**

Percent = [(# of districts with disproportionate representation of racial and ethnic groups in specific disability categories that is the result of inappropriate identification) divided by the (# of districts in the State)] times 100.  $(3/50) \times 100 = 6\%$

In analyzing data for this indicator, the State used its Fall October 2008 Enrollment and December 2008 Child Count for the FFY 2008 SPP/APR submission.

**Definition of “Disproportionate Representation” and Methodology**

**Disproportionate Representation** is defined as a risk ratio of 2.5 or higher or less than 0.40 for two consecutive years with a minimum n size of 10 students (step one) plus evidence of policies, procedures, and/or practices which result in inappropriate identification (step two). Evidence was collected from multiple sources: record reviews, onsite visits, district submissions in the consolidated resource plan, records of complaints, mediations, and hearings.

Using the criteria established above, the State determined that 23 school districts were identified as meeting the data threshold for disproportionate representation. (Step One)

**Determining if Disproportionate Representation is the Result of Inappropriate Identification**

The State reviewed the 23 districts identified in step 1 of the FFY 2008 data review as having disproportionate representation to determine whether the disproportionate representation was the result of inappropriate identification. Evidence was collected from multiple sources:

- on-site record reviews which occur both as part of the School Support System of Focused Monitoring and also as part of additional probes in response to disproportionality data.
- onsite visits in which district general education and special education leadership, building principals, special education and general education teaching staff, related service providers, parents, and students are interviewed
- required district submissions of a disproportionality self-assessment and corresponding evidence checklist as a Word document in the Consolidated Resource Plan/Accellegrants IDEA application June 2009
- records of complaints, mediations, and hearings.

As a result of its extensive verification process, the State found that three districts were noncompliant with the eligibility and/or evaluation requirements. Accordingly, the State determined that 3 of the 23 districts had disproportionate representation of racial and ethnic groups in special education and related services due to inappropriate identification. These districts were identified for three different disability categories (LD, ED, OHI) for three different racial/ethnic groups (Black, Hispanic, White). Each district was flagged for more than one of those disability categories and more than one racial/ethnic group.

The State held face to face meetings with district leadership including the special education director regarding the findings of noncompliance. The State directed these districts to develop improvement plans and participate in targeted technical assistance to correct the noncompliance. Districts have actively participated in multiple technical assistance sessions which have directly impacted eligibility policies, procedures, and practices. Through revision of policies, procedures, and practice and targeted technical assistance, all three districts have corrected non-compliance. Verification of correction of non-compliance occurred via

- monitoring of district negotiated agreements and corrective action plans by RIDE and/or
- examination of evidence of revised policies, procedures, and practices submitted to RIDE and/or
- student file reviews and
- examination of data

The verification activities are tailored to the particular case of noncompliance. For example, where practices led to inappropriate identification, RIDE required the district to provide evidence of training to district staff to change practices. This training was provided by RIDE in coordination with the Northern RI Collaborative Systems of Support Technical Assistance Project on a monthly basis for the duration of the school year. Each monthly session builds upon the previous session and on the district work completed in the interim.

#### Actual Target Data for FFY 2008:

FFY	Measurable and Rigorous Target
FFY 2008	0% of LEAs with disproportionate representation of racial and ethnic groups in special education and related services that is the result of inappropriate identification.

#### Target Data for FFY 2008:

**Districts with Disproportionate Representation of Racial and Ethnic Groups in Specific Disability categories that was the Result of Inappropriate Identification**

Year	Total Number of Districts	Number of Districts with Disproportionate Representation	Number of Districts with Disproportionate Representation of Racial and Ethnic Groups in specific disability categories that was the Result of Inappropriate Identification	Percent of Districts
FFY 2008 (2008-2009)	50	23	3	6.00%

**Discussion of Improvement Activities Completed and Explanation of Progress or Slippage that occurred for FFY 2008:**

Progress in the area of disproportionate representation due to inappropriate identification practices is likely due to continued emphasis on and attention to the issue in statewide technical assistance, the School Support System of Focused Monitoring, the annual Consolidated Resource Plan/Accelerants IDEA submission. LEAs received targeted technical assistance from RIDE in collaboration with the New England Equity Assistance Center, the Rhode Island Technical Assistance Project, and the Northern RI Educational Collaborative. Topics included culturally responsive educational practices, distinguishing cultural and linguistic difference from disability, response to intervention (RtI) initiatives for serving all students with responsive systems of supports and interventions, technical assistance and guidance on the implementation of state regulations for the education of English language learners, and RtI for English Language Learners. Particular attention was given to technical assistance on the impact of acculturation on learning and behavior, tools for conducting file reviews in the areas of ED and OHI, and the use of functional behavioral analysis and implementation of behavior intervention plans. RIDE requested additional technical assistance from the New England Equity Assistance Center which provided further targeted technical assistance to three LEAs with disproportionate representation. Review and revision of SEA policies, procedures, and practices has included the following activities:

- Review and revision of the state basic education plan including Chapter 14 Supports to Students completed June 2009
- Finalization of state criteria for identifying students with learning disabilities June 2009
- Review and revision of the Rhode Island Individualized Education Program (IEP) Guidebook spring 2009
- Drafted and finalized guidance on the implementation of RtI for identifying students with learning disabilities January 2010
- Drafted and finalized guidance on LEA obligations to English Language Learners whose parents waive program placement October 2009

**Correction of FFY 2007 Findings of Noncompliance (if State reported more than 0% compliance):**

Level of compliance (actual target data) State reported for FFY 2007 for this indicator: 10% For the 5 districts identified in FFY 2007 that were in noncompliance related to this indicator, the State verified timely correction of noncompliance for 3 districts. In each of the 5 districts, the State: (1) required the LEA to change policies, procedures and/or practices that contributed to or resulted in noncompliance; and (2) required the LEAs to participate in targeted technical

assistance to ensure that each LEA is correctly implementing the specific regulatory requirement(s) for which they were found noncompliant.

1. Number of findings of noncompliance the State made during FFY 2007 (the period from July 1, 2007 through June 30, 2008)	5
2. Number of FFY 2007 findings the State verified as timely corrected (corrected within one year from the date of notification to the LEA of the finding)	3
3. Number of FFY 2007 findings <u>not</u> verified as corrected within one year [(1) minus (2)]	2

**Correction of FFY 2007 Findings of Noncompliance Not Timely Corrected (corrected more than one year from identification of the noncompliance):**

4. Number of FFY 2007 findings not timely corrected (same as the number from (3) above)	2
5. Number of FFY 2007 findings the State has verified as corrected beyond the one-year timeline ("subsequent correction")	2
6. Number of FFY 2007 findings <u>not</u> yet verified as corrected [(4) minus (5)]	0

**Actions Taken if Noncompliance Not Corrected:**

NA

**Verification of Correction (either timely or subsequent):**

**Verification of correction of non-compliance occurred via**

- monitoring of district negotiated agreements and corrective action plans by RIDE and/or
- examination of evidence of revised policies, procedures, and practices submitted to RIDE and/or
- student file reviews and
- examination of data

The verification activities are tailored to the particular case of noncompliance. For example, where procedures led to inappropriate identification practices, RIDE required the district to submit a revised procedure manual and schedule of dissemination including training to district staff. In addition, the New England Equity Assistance Center and the Northern RI Educational Collaborative report to RIDE on targeted technical assistance activities and outcomes for each district. Those activities include assisting the district in necessary revisions and district staff training on new or revised policies or procedures. No district had an individual child case of noncompliance to correct.

**Correction of Remaining FFY 2006 Findings of Noncompliance (if applicable):**

NA

Data Year	Number of LEAs with Disproportionate Representation	Number of LEAs where Disproportionate Representation was the Result of Inappropriate Identification (Actual Target Data)
FFY 2006 (Dec 06)	28	10

1. Number of FFY 2006 findings not timely corrected	10
2. Number of FFY 2006 findings the State has verified as corrected beyond the one-year timeline ("subsequent correction")	10
3. Number of FFY 2006 findings <u>not</u> yet verified as corrected	0

**Correction of noncompliance FFY 2006** Verification of correction of non-compliance occurred via record reviews, onsite visits, monitoring of district negotiated agreements and corrective action plans by RIDE. Plans for correction of noncompliance through revision of policies, procedures, and practices were submitted by LEAs June 1, 2007 in their consolidated resource plans. LEAs received targeted technical assistance from RIDE in collaboration with New England Regional Resource Center, the New England Equity Assistance Center, and the Northern RI Educational Collaborative. Additionally, three LEAs engaged in the RI response to intervention technical assistance initiative for serving all students with responsive systems of supports and interventions. Through this process 5 of the 10 LEAs demonstrated correction of noncompliance by revising policies, procedures, and practices in their LEAs. The remaining 5 districts findings of noncompliance were corrected and verified as described in the section on **Correction of FFY 2007 Findings of Noncompliance** on the 3<sup>rd</sup> page of this specific indicator.

**Correction of Any Remaining Findings of Noncompliance from FFY 2005 or Earlier (if applicable):**

NA

**Additional Information Required by the OSEP APR Response Table for this Indicator (if applicable):**

**Significant Disproportionality** is defined as

- Risk levels for a racial group that are 1% or higher than the national risk for all students;
- A risk ratio that shows that the risk for the group in the district is at least 2.5 times the combined risk for all students in the nation;
- There must be at least 10 students in the category in question;
- The specific criteria must be met for two consecutive years;

LEAs with significant disproportionality were required to review and, if appropriate, revise policies, procedures, and practices in their consolidated resource plans submitted June *each year* and publically report on any such revisions. RIDE has provided a district self-assessment tool and evidence checklist to assist LEAs with this review. Evidence of revised policies, procedures, and practices was also submitted in districts' consolidated resource plans June 2009. LEAs received targeted technical assistance from RIDE in collaboration with the New England Equity Assistance Center and the Northern RI Educational Collaborative on the review and revision of policies, procedures, and practices. In addition, LEAs were required to support Coordinated Early Intervening Services (CEIS) with 15% of their IDEA funds and report on their proposed activities in the consolidated resource plans

and ARRA grants submitted June 1, 2009. LEAs are reporting on the number of students receiving CEIS who are subsequently referred to and found eligible for special education and related services through the eRIDE enrollment census. The first data collection was due June 20, 2009 and ongoing data collection is currently happening during this 2009-2010 school year. LEAs received targeted technical assistance from RIDE in cooperation with the Northern RI Educational Collaborative on CEIS. Examination of risk ratio trend data over 3 years shows clear patterns of improvement for Speech/Language, ED, and MR in the form of declining risk ratios. The disability categories of OHI and LD have not shifted as dramatically statewide.

**Revisions, with Justification, to Improvement Activities / Timelines / Resources for FFY 2008 (if applicable):**

No revisions at this time.

## **Part B State Annual Performance Report (APR) for FFY 2008**

### **Overview of the Annual Performance Report Development:**

The Rhode Island Department of Education (RIDE) first compiled and analyzed data for the development of the Annual Performance Report (APR)/State Performance Plan (SPP) utilizing the expertise of internal personnel. A draft along with the data was reviewed with the Rhode Island Special Education Advisory Committee (RISEAC). RISEAC advises the Commissioner and Board of Regents for Elementary and Secondary Education on matters concerning: (a) the unmet educational needs of children with disabilities; (b) comments publicly on any rules or regulations proposed by the State regarding the education of children with disabilities; (c) advises the Rhode Island Department of Education in developing evaluations and reporting on data to the Secretary under section 618 of the IDEA; (d) advises the RIDE in developing corrective action plans to address findings identified in Federal Monitoring Reports under Part B of the IDEA; and (e) advises the RIDE in developing and implementing policies relating to the coordination of services for children with disabilities. Membership of the committee is composed of individuals involved in or concerned with the education of children with disabilities. Parents of children with disabilities birth through 26 maintain the majority of the Committee Membership. The Membership also includes individuals with disabilities, teachers, representatives of institutions of higher education, private schools, charter schools, state and local education officials, administrators of programs for children with disabilities, foster care and homelessness, vocational, community or business organizations, juvenile and adult corrections and State Child Serving Agencies. The SEAC reviewed the draft and provided suggestions and input. These were incorporated into the final copy of this document.

## **Part B State Annual Performance Report (APR) for FFY 2008**

### **Overview of the Annual Performance Report Development:**

The Rhode Island Department of Education (RIDE) first compiled and analyzed data for the development of the Annual Performance Report (APR)/State Performance Plan (SPP) utilizing the expertise of internal personnel. A draft along with the data was reviewed with the Rhode Island Special Education Advisory Committee (RISEAC). RISEAC advises the Commissioner and Board of Regents for Elementary and Secondary Education on matters concerning: (a) the unmet educational needs of children with disabilities; (b) comments publicly on any rules or regulations proposed by the State regarding the education of children with disabilities; (c) advises the Rhode Island Department of Education in developing evaluations and reporting on data to the

Secretary under section 618 of the IDEA; (d) advises the RIDE in developing corrective action plans to address findings identified in Federal Monitoring Reports under Part B of the IDEA; and (e) advises the RIDE in developing and implementing policies relating to the coordination of services for children with disabilities. Membership of the committee is composed of individuals involved in or concerned with the education of children with disabilities. Parents of children with disabilities birth through 26 maintain the majority of the Committee Membership. The Membership also includes individuals with disabilities, teachers, representatives of institutions of higher education, private schools, charter schools, state and local education officials, administrators of programs for children with disabilities, foster care and homelessness, vocational, community or business organizations, juvenile and adult corrections and State Child Serving Agencies. The SEAC reviewed the draft and provided suggestions and input. These were incorporated into the final copy of this document.

**Indicator 11:** Percent of children who were evaluated within 60 days of receiving parental consent for initial evaluation or, if the State establishes a timeframe within which the evaluation must be conducted, within that timeframe. (20 U.S.C. 1416(a) (3) (B))

**Monitoring Priority: Effective General Supervision Part B / Child Find**

**Measurement:**

- a. # of children for whom parental consent to evaluate was received.
- b. # of children whose evaluations were completed within 60 days (or State-established timeline).

Account for children included in *a* but not included in *b*. Indicate the range of days beyond the timeline when the evaluation was completed and any reasons for the delays.

Percent = [(*b*) divided by (*a*)] times 100.

**Actual Target Data for:**

FFY	Actual	Rigorous Target
2007 (2007-2008)	64% (Baseline)	100%
2008 (2008-2009)	85%	100%

Rhode Island had incorrectly referred to FFY08 for school year 2007-2008; it should have been referred to as FFY07 for school year 2007-2008. For school year 2007-2008 FFY07 the compliance rate for the state of Rhode Island was only at 64%. For school year 2008-2009 FFY08 the compliance rate for the state of Rhode Island has climbed to 85%. Rhode Island did not reach its rigorous target of 100% for this indicator, but made substantial progress and had a 21% increase over the previous reporting year.

***Describe the method used to collect data:***

To meet this data requirement set by this indicator, Rhode Island modified the web-based eRIDE system to collect the following information annually:

1. Consent for Evaluation Date – this is the actual date the parents signed the consent form.
2. Receipt of Consent for Evaluation Date - this field was added for the first time this school year.  
This is the actual date the school district receives this form from the student's parents and does not penalize a school district or Local Education Agency if the parents delay returning the form to the school district Rhode Island uses this date for starting the 60 day calendar for completion of the evaluation and the eligibility determination. The 60 day timeline is based upon the actual number of calendar days and does not exclude weekends, holidays or school closures.
3. Eligibility Determination - Yes or No. 'Yes', a student was determined eligible for special education services or 'No', a student was determined not to be eligible for special education services at this time.
4. If the evaluation and eligibility were not completed within 60 days, then a reason for delay is required by the system.

Reports are generated on the eRIDE system to ensure accuracy and compliance. To ensure compliance, the system does a comparison between the current school year's (2008-2009) Special Education census database and the previous year's (2007-2008) Special Education census database. Any student who appears in the current Special Education census only and does not appear in the previous year's Special Education census is listed on a maintenance report. All students who appear on the maintenance report must be accounted for by entering the appropriate information into the Special Education Initial Evaluation system.

The data from the Special Education Initial Evaluation system reflects all children in Rhode Island who were evaluated and determined eligible for an Individual Education Plan and all students who were evaluated and determined not eligible during FFY 2008 (2008-2009). The data that were entered into the database were input by trained personnel. The federal and state definition for 60 day timeline based on the actual calendar number of days until a determination has been made is the criteria used by the system to ensure compliance.

For those student cases who are over the timeline they cannot be closed out from the State's eride data base until the evaluation process is completed and the completion date entered into the system. This is a business rule of the data base. The data base is reviewed by the State on a quarterly basis and reminders sent to Special Education Directors to review the eride reports. Special Education Directors also have access to their district's timeline information on a daily basis via the eride system. The electronic data procedures (business rule) and the data base are utilized as the verification process. Each LEA with noncompliance identified in FFY 2007 was verified as correctly implementing the specific regulatory requirements in 34 CFR § 300.124 (b) and has corrected each individual case of noncompliance, unless the child is no longer within the jurisdiction of the LEA. Additional information regarding technical assistance on this indicator is also available in the improvement activities section of this Indicator.

**Children Evaluated Within 60 Days (or State-established timeline):**



a. Number of children for whom parental consent to evaluate was received	2138
b. Number of children whose evaluations were completed within 60 days (or State-established timelines)	1812
Percent of children with parental consent to evaluate, who were evaluated within 60 days (or State established-timeline) (Percent = [(b) divided by (a)] times 100)	84.75%

*Account for children included (a) but not included in (b):* See Table 11.1a and Table 11.1b.

*Indicate the range of days beyond the timeline and provide reasons for the delays:*

The range of days beyond the timeline is from 61 days to 602 days with the average being around 108 days. This applies to only those students who had a non-allowable exception. See Table 11.2 for those 326 students who had non-allowable exceptions and what the number were for each of these exceptions. Please note: Students whose eligibility determination has not been completed by the time of the data collection are then carried forward into the next school year. Therefore, a student could be recorded on the system just before the data is collected and that student will be carried over into the next school year and the number of days until the determination date could exceed 365 days (or one year).

**Table 11.1a is for illustrative purposes only, to enable the viewer to easily compare last year's data with this year's data. Formula: Percent = [(b + c) divided by (a)] times 100. In this Table b and c are listed separately. In the new formula in Table 11.1b b & c are combined.**

<b>Table 11.1a - Children Evaluated Within 60 Days: For School Year 2008-2009</b>	
<b>a. # of children for whom parental consent to evaluate was received.</b>	2544
<b>A1) minus allowable exceptions</b>	-406
	2138
<b>b. # determined not eligible whose evaluations and eligibility determination were completed within 60 days</b>	370
<b>c. # determined eligible whose evaluations and eligibility determinations were completed within 60 days.</b>	1442
<b>Children included in a but not included in B or C.</b>	326

$370 + 1442 = 1812$	
$1812 \text{ divided by } 2138 = .8475$	
$.8475 \text{ times } 100 = 84.75\%$	
Formula: Percent = $b + c$ divided by $a$ times 100.	
Percent of children with parental consent to evaluate, who were	
evaluated within 60 calendar days for school year 2008-2009	<b>85%</b>

Table 11.1a illustrates the following:

**2,544** is the Total Number of Children for whom parental consent to evaluate was received.

**406** is the Total Number of Children that had allowable exceptions (See Table 11.2 for breakdown of exceptions).

**2,138** is the Total Number of Children for whom parental consent to evaluate was received and were awaiting determination for eligibility (minus the Total Number of Children who had allowable exceptions).

**370** Children who were determined not eligible and the eligibility was determined with 60 calendar days.

**1,442** Children who were determined eligible and eligibility was determined within 60 calendar days.

**326** is the Total Number of Children who exceeded the 60 day timeline and whose exceptions/reasons for delay were not allowed.

**85%** (84.75% is rounded up to 85%) is the percent of children with parental consent to evaluate, who were evaluated with 60 calendar days for FFY08 school year 2008-2009. For FFY07 School Year 2007-2008, Rhode Island's rate of compliance on this Indicator 11 was 64%.

Table 11.1b – the formula has changed to Percent = [(b) divided by (a)] times 100.

<b>Table 11.1b - Children Evaluated Within 60 Days: For School Year 2008-2009</b>	
<b>a. # of children for whom parental consent to evaluate was received.</b>	<b>2544</b>
<b>a1) minus allowable exceptions</b>	<b>-406</b>
	<b>2138</b>
<b>b. # of children whose evaluations were completed within 60 days</b>	<b>1812</b>
<b>Children included in a but not included in B.</b>	<b>326</b>
$1812 \text{ divided by } 2138 = .8475$	
$.8475 \text{ times } 100 = 84.75\%$	
Formula: Percent = $b$ divided by $a$ times 100.	
Percent of children with parental consent to evaluate, who were	
evaluated within 60 calendar days for school year 2008-2009	<b>85%</b>

Table 11.1a illustrates the following:

**2,544** is the Total Number of Children for whom parental consent to evaluate was received.

**406** is the Total Number of Children that had allowable exceptions (See Table 11.2 for breakdown of exceptions).

**2,138** is the Total Number of Children for whom parental consent to evaluate was received and were awaiting determination for eligibility (minus the Total Number of Children who had allowable exceptions).

**1812** is the Total Number of Children whose evaluations were completed within 60 calendar days. This includes those 370 children who were determined not eligible and those 1442 children who were determined eligible.

**326** is the number of children who had non-allowable exceptions and exceeded the 60 calendar day timeline.

**85%** (84.75% is rounded up to 85%) is the percent of children with parental consent to evaluate, who were evaluated with 60 calendar days for FFY08 school year 2008-2009. For FFY07 School Year 2007-2008, Rhode Island's rate of compliance on this Indicator 11 was 64%.

<b>Table 11.2</b> <b># of Cases that Exceeded the 60 Day Initial Evaluation Timeline &amp; Allowable and Non-Allowable Exceptions</b>	<b>Total</b> <b>Allowable</b> <b>Exceptions</b>	<b>Total</b> <b>Non-Allowable</b> <b>Exceptions</b>
<b>-*Child Transitioning from Early Intervening 0 to 3 years old system, referral made at 90 day transition conference, Evaluation Completed by third birthday.</b>	31	
-Evaluation Completed/IEP team meeting scheduling conflict		75
<b>-*Excessive student absences and/or hospitalization with Medical Documentation</b>	24	
-Extensive observation needed		5
-Eye issues (student needs testing and/or reading glasses)		
-Need time to determine student's dominant language		
-Not enough staff/staff schedules/increases in staff caseloads		71
-Other	25	85
-Parent did not have transportation		3
<b>-*Parent did not return phone calls</b>	90	

<b>-*Parent request for delay</b>	173	
-Parent schedule conflict		16
-Requests for additional outside evaluation in order to determine eligibility		24
<b>-School closures (weather/emergency)</b>	60	26
-Staff illness		13
<b>-*Student moved/withdrew from school (moved-out of school district)</b>	3	
-Student refusal		2
-Trial placement for diagnostic purposes to determine eligibility		6
-NECAP/RIAA testing (statewide assessment)		
-Student not available due to school activities		
<b>Total Exceptions:</b>	406	326

Rhode Island's regulations governing the Education of children with Disabilities cite the following exceptions for not meeting the 60 calendar timeline:

(d) *Exception.* The procedures and timeframe described in paragraph (c) of this section do not apply to a public agency if —

(1) The parent of a child repeatedly fails or refuses to produce the child for the evaluation; or

(2) A child enrolls in a school of another public agency after the relevant timeframe in paragraph

(c) of this section has begun, and prior to a determination by the child's previous public agency as to whether the child is a child with a disability under § 300.8.

(e) The exception in paragraph (d) (2) of this section applies only if the subsequent public agency is making sufficient progress to ensure a prompt completion of the evaluation, and the parent and subsequent public agency agrees to a specific time when the evaluation will be completed.

RIDE provides an extensive list of Exceptions for not meeting the timeline. This list is to provide LEAs with more information as to why the timelines are not being met. And, the list affords the LEAs more information to be able to address the real issue/problem.

#### Verification of allowable exceptions:

Excessive student absences and/or hospitalization with Medical Documentation is an allowable exception through the verification of a medical note (from the treating doctor) documenting that due to medical reasons and/or hospitalization the student had excessive absences; Student moved/withdrew from school (moved-out of school district) is an allowable exception. School district is not held accountable for a student who becomes inaccessible and is no longer the responsibility of the school district; School closures (holiday/weather/emergency). Weather/emergency is an allowable exception with valid documentation from the school/state authority. Validity of the documentation is determined by the State. Holiday was incorrectly put on chart 11.2. The eRIDE Special Education Initial Evaluation system and documentation does not contain the word " holiday " anywhere on it nor can the district enter that as one of their allowable excuses. The word should not be on this chart and was removed during the revision / clarification timeframe.

**Rhode Island provides this guidance sheet to LEAs, which specifically spells out the timelines.**

#### ***Guidelines for Local Education Agencies\****

Rhode Island Department of Education Office for Diverse Learners

Timelines for Referral, Evaluation (Initial and Reevaluation), Eligibility,  
and IEP Development/Implementation

**Referral**

10 school days

The public agency must conduct a meeting of the Evaluation Team within 10 school days of the receipt of a referral to determine whether a special education evaluation is needed. The Evaluation Team is comprised of qualified professionals and the parent, including members described in §300.321.

10 school days If an evaluation is needed, it must start no later than 10 school days after the receipt of parental consent to evaluate. (Should the parent not notify the agency of his/her consent within 5 school days, the agency must document its efforts to obtain consent. Should parental consent not be obtained within 15 school days, the Evaluation Team must reconvene.)

If it is determined that an initial evaluation is not needed, the evaluation team shall consider referring the student's case back to general education for appropriate action.

**Evaluation/Eligibility/IEP**

60 calendar days

Within 60 calendar days of parental consent to evaluate:

Child must be evaluated and a written Evaluation Team report provided.

An Eligibility Team meeting must be convened to determine whether the child has a disability and is in need of special education and related services. The Eligibility Team is comprised of qualified professional and the parent.

15 school days

If determined eligible, an IEP meeting convening members described in §300.321-322, must be conducted and an IEP developed within 15 school days.

10 school days

Following the development of the IEP, special education and related services must be made available in accordance with the IEP as soon as possible, but not later than by 10 school days.

**Reevaluation**

60 calendar days

The public agency must conduct reevaluations and determine continued eligibility, and, when eligibility continues, make available continued services in accordance with timelines and provisions of reevaluation and evaluation procedures in § 300.303-311.

Not more than  
1x per year

Reevaluation limitations: May not occur more than once per year, unless the parent and public agency agree otherwise; and

Every 3 years

must occur at least once every 3 years, unless the parent and public agency agree that a reevaluation is unnecessary.

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\*These guidelines are intended to assist public agencies with implementation of *Regulations Governing the Education of Children with Disabilities* adopted on December 19, 2007 by the Rhode Island Board of

Regents for Elementary and Secondary Education and effective July 1, 2008. References regarding these timelines can be found in Regulations §300.300, § 300.301, §300.303 - §300.311, §300.321, and §300.323.

**Discussion of Improvement Activities Completed and Explanation of Progress or Slippage that Occurred for FFY 2008:**

A field was added to the database 'Receipt of Consent for Evaluation Date'. This field was added so that a school district or local education agency would not be penalized if the *Consent to Evaluate* form was taken home by the parents or guardian and sent back to the school district at a later date. School districts and local education agencies were instructed to date stamp the consent form as soon as they received it. The 60 day timeline started from the actual date of receipt. In addition, written guidance was sent to each school district and local education agency on exactly which exceptions were allowable. Technical assistance was provided in the guidance to explain specific circumstances where an allowable exception could be made for certain types of cases.

In cases where school districts and local education agencies percentage rate of compliance on Indicator 11 was below 79%, they were invited to a mandatory workshop. At the workshop these school districts and local education agencies were presented with the data they submitted for this indicator and afforded an opportunity to discuss their data and were given an opportunity to correct any discrepancies. This group reviewed their Corrective Action Plan from the previous year and submitted a Corrective Action Plan that would improve their compliance with this indicator for the next school year.

School districts and local education agencies whose percentage rate of compliance on this indicator was 80% to 99%, reviewed their Corrective Action Plan that they had submitted to RIDE the previous year and had to submit a Corrective Action Plan to improve their compliance with this indicator.

School districts and local education agencies, whose percentage rate of compliance on this indicator was 100%, were congratulated and asked to review their Corrective Action Plan.

All school districts were required to submit a Corrective Action Plan. Rhode Island Department of Education ensured that all referred students were evaluated and an eligibility determination was made. At the end of each school year, any students who's Initial Evaluation has not yet been determined are carried over into the next school year. This ensures that every student is accounted for and a determination is completed.

As a result of the technical assistance and revised Corrective Action Plans, the state had substantial increase from 64% to 85% compliance. 18 LEAs have reached 100% compliance.

State Improvement Activities	Timelines	Results of the Activity	Impact of the Activity
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<p>1. The Rhode Island Department of Education, Office for Diverse Learners and the district/local educational agency engage in ongoing data analysis and review that provides a picture of the present status of programs and services for students with disabilities. The School Support System (SSS) not only looks at the LEAs degree of compliance with special education laws and regulations, but also the relationships among the district/educational setting's teaching and learning practices and the performance indicators for students with disabilities. The process includes a review of qualitative and quantitative data sources that have the most direct relationship with student performance and program effectiveness. This data review always includes a review of the LEAs federal funding application which in Rhode Island, is referred to as the Consolidated Resource Plan or CRP as well as a review of the LEA's State Performance Plan/Annual Performance Plan data and any improvement plans that are related to SPP/APR indicators.</p>	Ongoing	Positive	<p>The School Support System process affords RIDE another opportunity to check the LEA's timeline policies and procedures via record reviews/document review and on-site monitoring.</p>
<p>Rhode Island Department of Education reviews and updates the eRIDE Special Education Initial Evaluation system and documentation to ensure the system becomes more effective and efficient. Districts are encouraged to provide feedback on what reports work and what reports need to be modified. Reports are modified or created to assist districts in keeping within the 60 day timeline.</p>	Ongoing and annually.	Positive.	<p>This is effective as it affords the districts who work with this information an opportunity to suggest what will work for them.</p>
<p>The Data Manager and Systems Programmer provide technical assistance to all districts via phone calls and online assistance in order to improve data.</p>	Ongoing	Positive.	<p>This is very effective as it resolves issues and provides a clearer understanding at both the state level and the district on what needs improvement.</p>



<p>Data is collected annually at the completion of a school year. The data is then reviewed by the Rhode Island Dept of Education staff. For any district whose compliance rate is below 80%, the district is required to attend a workshop. At this workshop the district data is reviewed, discussed, and any discrepancies are modified. At this workshop, districts are required to review their district's Corrective Action Plan and make modifications that will address their district's issue of non-compliance for the next school year.</p> <p>Verification of the data. Check the student's record in the current Special Education census with the previous Special Education census and flag students who appear in the current census only and those students must be accounted for in the current Special Ed Initial Evaluation system.</p> <p>Issue LEA-level reports on determinations and timelines with recommendations for each LEA on areas of needed improvement to meet compliance. Send out a memorandum to all LEAs stressing the importance of the regulatory requirements for this indicator.</p> <p>Continue to develop, maintain and refine database to meet timeline for determining eligibility.</p>	Annually	Positive	This is very effective as it affords the school districts the opportunity to once again review their data, review their Corrective Action Plan.
	Ongoing.	Positive.	This ensures that LEAs account for students on this system.
	Annually	Positive.	This ensures the LEAs stay focused on the importance of this data.
	On Going.	Positive.	This ensures the system is updated and refined to meet the reporting needs. This also meets the needs of the LEAs.

**Correction of Noncompliance Identified in FFY 2007:**

For FFY07 School Year 2007-2008, Rhode Island had incorrectly cited FFY08 for School Year 2007-2008. This was cited by Patricia J. Guard Acting Director of Office of Special Education Programs in her letter to Commissioner Peter McWalters. On this issue of non-compliance, Rhode Island had mistakenly referred to FFY08 when referencing school year 2007-2008. Rhode Island should have referenced FFY07 when referencing school year 2007-2008.

**Correction of FFY 2007 Findings of Noncompliance (if State reported less than 100% compliance):**

Level of compliance (actual target data) State reported for FFY 2007 for this indicator: 64%

1. Number of findings of noncompliance the State made during FFY 2007 (the period from July 1, 2007 through June 30, 2008)	<b>36</b>
2. Number of FFY 2007 findings the State verified as timely corrected (corrected within one year from the date of notification to the LEA of the finding)	<b>18</b>
3. Number of FFY 2007 findings <u>not</u> verified as corrected within one year [(1) minus (2)]	<b>18</b>

**Correction of FFY 2007 Findings of Noncompliance Not Timely Corrected (corrected more than one year from identification of the noncompliance):**

4. Number of FFY 2007 findings not timely corrected (same as the number from (3) above)	<b>18</b>
5. Number of FFY 2007 findings the State has verified as corrected beyond the one-year timeline ("subsequent correction")	<b>18</b>
6. Number of FFY 2007 findings <u>not</u> verified as corrected [(4) minus (5)]	<b>0</b>

FFY 07 School Year 2007-2008			FFY 08 School Year 2008-2009		
Table 11.3a			Table 11.3a		
# LEAs Submitting Data	41		# LEAs Submitting Data	42	
# LEAs With 100% Compliance	5	12%	# LEAs With 100% Compliance	18	43%
# LEAs With 90% to 99%	3	7%	# LEAs With 90% to 99%	7	17%
# LEAs with 70% to 89.9%	13	31%	# LEAs with 70% to 89.9%	11	26%
# LEAs Below 70%	19	46%	# LEAs Below 70%	6	14%

**Actions Taken if Noncompliance Not Corrected:**

*Not Applicable.*

**Correction of Any Remaining Findings of Noncompliance from FFY 2005 or Earlier (if applicable):**  
*Not Applicable.*

**Additional Information Required by the OSEP APR Response Table for this Indicator (if applicable):**

Statement from the Response Table	State's Response
<p>The State's FFY07 reported data for this indicator; however, it did not provide valid and reliable data for this indicator. These data are not valid and reliable because the State reported data from FFY 2008. Therefore; OSEP could not determine whether the State met its target.</p>	<p>Rhode Island had incorrectly referred to FFY08 for school year 2007-2008; it should have been referred to as FFY07 for school year 2007-2008. For school year 2007-2008 FFY07 the compliance rate for the state of Rhode Island was only at 64%. For school year 2008-2009 FFY08 the compliance rate for the state of Rhode Island has climbed to 85%.</p>
<p>The State reported that 36 of 50 LEAS were out of compliance on this indicator.</p>	<p>The state has 50 LEAS that report to the State. However, not all 50 LEAS would necessarily have initial evaluations to report annually.</p> <ul style="list-style-type: none"> <li>a) Of these 50, there are <u>10</u> charter schools whose population is relatively small and therefore have a smaller population of students who may need an initial evaluation. That relatively small number may or may not have any students who are evaluated within the year for an initial evaluation. Also, most all of these students were previously students at local public school district where their initial had been determined.</li> <li>b) RI School for the Deaf is a school for students who are Deaf or Hard of Hearing and those students were originally determined eligible in the school district in which they reside. Therefore, the RI School for the Deaf does not have any students to report.</li> <li>c) Dept of Corrections Under §300.102 Federal Register, August 14, 2006, 34 CFR Parts 300 and 301, it states that "the obligation to make FAPE available to all children with disabilities does not apply with respect to the following: (2)(i) Children aged 18-21 to the extent that State law does not require that special education and related services under Part B of the Act be provided to students who in their last educational placement prior to their incarceration in an adult correctional facility (a) were not actually identified as being a child with a disability. Children aged 18-21 to the extent that State law does not require that special education and related services under Part B of the Act be provided to students who in their last educational placement prior to their incarceration in an adult correctional facility (a) were not actually identified as being a child with a disability.</li> <li>d) Dept of Children, Youth and Families (DCYF) works in collaboration with the local school district in which the student resides for the initial evaluation process.</li> </ul>

	e) New Shoreham is a very small school district, is an island with a very small student population and may or may not have any students who have an initial evaluation annually.
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**Revisions, with Justification, to Improvement Activities / Timelines / Resources for FFY 2008 (if applicable):**

No revisions with Justification to improvement Activities to report.

## Part B State Annual Performance Report (APR) for 2008-2009

### Overview of the Annual Performance Report Development:

The Rhode Island Department of Education (RIDE) first compiled and analyzed data for the development of the State Performance Plan (SPP) utilizing the expertise of internal personnel. A draft along with the data was reviewed with the Rhode Island Special Education Advisory Committee (RISEAC). RISEAC advises the Commissioner and Board of Regents for Elementary and Secondary Education on matters concerning: (a) the unmet educational needs of children with disabilities; (b) comments publicly on any rules or regulations proposed by the State regarding the education of children with disabilities; (c) advises the Rhode Island Department of Education in developing evaluations and reporting on data to the Secretary under section 618 of the IDEA; (d) advises RIDE in developing corrective action plans to address findings identified in Federal Monitoring Reports under Part B of the IDEA; and (e) advises the RIDE in developing and implementing policies relating to the coordination of services for children with disabilities. Membership of the committee is composed of individuals involved in or concerned with the education of children with disabilities. Parents of children with disabilities birth through 26 maintain the majority of the Committee Membership. The Membership also includes individuals with disabilities, teachers, representatives of institutions of higher education, private schools, charter schools, state and local education officials, administrators of programs for children with disabilities foster care and homelessness, vocational, community or business organizations, juvenile and adult corrections and State Child Serving Agencies. The SEAC reviewed the draft and provided suggestions and input. These were incorporated into the final copy of the SPP.

### Monitoring Priority: Effective General Supervision Part B / Effective Transition

**Indicator 12:** Percent of children referred by Part C prior to age 3, who are found eligible for Part B, and who have an IEP developed and implemented by their third birthdays.

(20 U.S.C. 1416(a)(3)(B))

#### Measurement:

- a. # of children who have been served in Part C and referred to Part B (LEA notified pursuant to IDEA section 637(a)(9)(A) for Part B eligibility determination.)
- b. # of those referred determined to be NOT eligible and whose eligibilities were determined prior to their third birthdays.
- c. # of those found eligible who have an IEP developed and implemented by their third birthdays.
- d. # of children for whom parent refusal to provide consent caused delays in evaluation or initial services.
- e. # of children who were referred to Part C less than 90 days before their third birthdays.

Account for children included in a but not included in b, c, d, or e. Indicate the range of days

beyond the third birthday when eligibility was determined and the IEP developed and the reasons for the delays.

Percent = [(c) divided by (a – b – d – e)] times 100.

FFY	Measurable and Rigorous Target													
<b>2004</b> (2004-2005)	<b>Target set by the Secretary at 100%</b>  <i>In 2004, 635 children were referred from Part C. A process by which actual names were then matched with RIDE census reports indicated that 564 of those children were eligible for Part B. However, date of initial IEP was not data that the state collected at that time and thus it is not possible to calculate the percent of children referred by Part C and found eligible for Part B who had IEPs developed and implemented by their third birthday.</i>													
<b>2005</b> (2005-2006) <i>Progress Data</i>	<b>Target set by the Secretary at 100%</b>  <i>998 children were referred to Part B from Part C</i>  <i>405 children were found NOT eligible</i>  <i>328 children had an IEP developed and implemented by their third birthday</i>  <i>50 children had delays due to parental failure to provide consent</i>  <i>[328/998-405-50]100 = 60</i>  <b>60% of children referred by Part C and found eligible for Part B had IEPs developed and implemented by their third birthday. Delay factors were reported for some, but not all, children and are as follows:</b>  <i>24 children were delayed due to late referral from Early Intervention</i>  <i>6 children were delayed due to child illness</i>  <i>72 children were delayed due to their birthday occurring during a period of school closing</i>  <i>17 children were delayed due to outside evaluations extending beyond the third birthday</i>  <i>22 children were delayed due to other factors not specified</i>  <b>Data collection during this year did not include range of delays.</b>													
<b>2006</b> (2006-2007) <i>Progress Data</i>	<b>Target set by the Secretary at 100%</b>  <i>945 children were referred to Part B from Part C</i>  <i>330 children were found NOT eligible</i>  <i>430 children had an IEP developed and implemented by their third birthday</i>  <i>60 children had delays due to parental failure to provide consent</i>   <i>[430/945-330-60]100 = 77</i>  <b>77% of children referred by Part C and found eligible for Part B had IEPs developed and implemented by their third birthday.</b>   <b>Range of delays is indicated below:</b>													
<table><tr><td>Range of</td><td>&gt;10</td><td>10-20</td><td>21-30</td><td>31-40</td><td>41-60</td><td>61 days or</td></tr></table>								Range of	>10	10-20	21-30	31-40	41-60	61 days or
Range of	>10	10-20	21-30	31-40	41-60	61 days or								

	Delays	days	days	days	days	days	more
		61	38	16	10	21	16
<b>2007</b> (2007-2008) Progress Data	<b>Target set by the Secretary at 100%</b> 953 children were referred to Part B from Part C 395 children were found NOT eligible 456 children had an IEP developed and implemented by their third birthday 8 children had delays due to parental failure to provide consent $[456/(953-395-8)]100=83$ <b>83% of children referred by Part C and found eligible for Part B had IEPs developed and implemented by their third birthday.</b>						
	<b>Range of delays is indicated below:</b>						
	Range of Delays	>10 days	10-20 days	21-30 days	31-40 days	41-60 days	61 days or more
		73	53	26	11	13	17

<b>2008</b> (2008-2009) Progress Data	<b>Target set by the Secretary at 100%</b>						
	<b>Target set by the Secretary at 100%</b> 1012 children were referred to Part B from Part C 336 children were found NOT eligible 548 children had an IEP developed and implemented by their third birthday 46 children for whom parent refusals to provide consent caused delays in evaluation or initial services $[548/(1012-336-46)]100=87\%$ <b>87% of children referred by Part C and found eligible for Part B had IEPs developed and implemented by their third birthday.</b>						
	<b>Range of delays is indicated below:</b>						
	Range of Delays	>10 days	10-20 days	21-30 days	31-40 days	41-60 days	61 days or more
		89	64	11	9	15	9

**Actual Target Data for FFY 2007: Targets were set by the Secretary at 100%**

**Discussion of Improvement Activities Completed and Explanation of Progress or Slippage that occurred for 2007-2008:**

The Department of Education uses the LEA's application for their federal funds, the Consolidated Resource Plan (CRP), to collect data for this indicator. In 2007, an electronic CRP was developed and implemented. It was specifically designed to ensure that complete information regarding the number of children whose transition from Part C to Part B was delayed and the reason for those delays. For example, the system gives an error message when the number of children found eligible for Part B does not equal the number of children who had an IEP in place by their third birthday plus the number of children who were delayed. LEAs also receive an error message if they enter numbers under the delay category "Other", but do not provide an explanation in the corresponding text box. Additionally, the CRP requires the LEA to describe their data collection practices. A review of LEA responses indicates that all LEAs are utilizing a centralized tracking system and are recording information in an ongoing, systematic manner. These methods of data collection and reporting appear to be very accurate based on a comparison of data from the Department of Human Services (DHS), the lead agency for Part C. DHS data indicates that 101 children exited EI without a Part B eligibility determination and developed IEP. Department of Education data indicates that 102 children fell into this category. Finally, the CRP requires the LEA to develop improvement plans based on their transition data. These plans will be reviewed annually and compared with improvement plans from previous years to determine their effectiveness. Districts that are determined to be non-compliant with this indicator are sent letters notifying them of their status and directing them to develop an improvement plan to address this non-compliance. In 2006-2007, four districts were categorized as "Needs Assistance" and all four submitted improvement plans which were approved by the State. A review of the data submitted by these districts indicates that the non-compliance has been corrected. In 2007-2008, there was one LEA determined to be in need of assistance for the second year. This LEA was notified of its status and an individualized support plan was developed. A review of the current year's CRP indicates that non-compliance has been corrected and appropriate improvement plans have been developed. The remaining LEAs have accounted for all delayed transitions and have developed appropriate improvement plans. Each individual case of noncompliance was corrected.

In addition to the use of the CRP data, a data collection page (Section 38, see Appendix) that accompanies the IEP was developed. This data page is completed at the initial IEP meeting and entered into the Department of Education's data collection system, eRIDE, by district census clerks. This system of data collection affords the state an additional assurance of reliability as the page is completed at the child's first IEP meeting by a diverse group which includes the parent. Training in the use of this data collection page was provided in September of 2007. Districts were instructed to begin using the form immediately, but were not required to go back and complete the form for children who transitioned previously. Thus, the eRIDE data was not used to determine the state's performance on this indicator for this year, but was compared to the district reported data in the CRP. Going forward, the state will use both forms of data collection to illustrate the district's performance related to the transition of children from Part C.

The state has continued to work toward a data collection effort focused on collaborating with the Department of Human Services to issue a unique student identifier (SASID) to all children enrolled in Early Intervention. An interagency agreement signed by the Commissioner of Education and Director of the Department of Human Services is currently being reviewed and revised to enable Part C to assign children a unique identifier that will be used by both Part C and Part B. This identifier will allow the Department of Education to unequivocally determine whether children who were referred from Early Intervention and were determined to be eligible for special education services, had an IEP developed and implemented by their third birthday. The current eRIDE data system collects information on when children's services begin. With a shared unique identifier, the state will be able to compare the information provided by Part C, the date of birth, and the initial date of the child's IEP. Additional revisions to the eRIDE system will allow the state to require identification of delay factors.



The state sees this as the most reliable method of collecting the data required for this indicator. This work has been delayed due to fiscal constraints, as well as, workforce capacity issues at the Department of Human Services (DHS). The fiscal constraints are related to the cost of building a new field for the SASID within the Part C data collection system. The time required to regularly assign new Part C students a SASID is the primary workforce capacity issue.

The state's efforts to collect more accurate data for this indicator are reflected in the improvement from 77% (2006-2007) to 83% (2007-2008) of children referred from Part C and who are eligible for Part B, having an IEP developed and implemented by their third birthday. Ninety-four unacceptable delay factors were indentified. In the category of "Other", scheduling difficulties related to parental availability for meetings accounted for the majority of the delays (15%). The following table delineates delay factors not allowed by OSEP:

Number of children delayed	Reason for delay
60	Late referral from Early Intervention
5	Child illness
29	Other

The majority of those delay factors were short-term delays, as indicated below:

Range of Delays	>10 days	10-20 days	21-30 days	31-40 days	41-60 days	61 days or more
	73	53	26	11	13	17

In the 2007-2008 data collection, the information collected specific to the range of time children were delayed included all delay factors (e.g. children who turned three during a period of school closing, but who had an IEP developed before their third birthday or parental refusal to provide consent), but did not link time of delay with delay factor. Those children are included in the range of delay table above and arguably account for most of the longer periods of delay.

**Actual Target Data for FFY 2008: Targets were set by the Secretary at 100%**

**Discussion of Improvement Activities Completed and Explanation of Progress or Slippage that occurred for 2008-2009:**

*Rhode Island Department of Education is in the process of establishing a system that provides for triangulation of data collection. The primary source continues to be the data reported in the Consolidated Resource Plan. Secondary sources include data reported at the initial IEP and data reported to RIDE from the Department of Human Services Early Intervention data collection system.*

*The primary data source uses the LEA's application for their federal funds, the Consolidated Resource Plan (CRP), to collect data for this indicator. District CRPs are due June 1<sup>st</sup> and districts submit data through May 31st with that application. RIDE issues a separate information request to obtain the transition data for the remainder of the reporting period through June 30<sup>th</sup>.*

*The CRP allows for electronic data collection specifically designed to ensure complete information regarding number of children transitioning from Part C to Part B eligibility determinations, timeliness of transition, and if transition delay occurred the reason for that delay and the length of that delay. The system, for example will provide an error message when the number of children found eligible for Part B does not equal the number of children who had an IEP in place by their third birthday plus the number of children who were delayed. LEAs also receive an error message if they enter numbers under the delay category "other", but do not provide an explanation in the corresponding text box. Additionally, the CRP requires the LEA to describe their data collection practices. A review of the LEA responses indicates that all LEAs are utilizing a centralized tracking system and are recording information in an ongoing, systematic manner. Finally, the CRP requires the LEA to develop improvement plans based on their transition data. These plans are reviewed annually and compared with improvement plans from previous years to determine their effectiveness. If a district is determined noncompliant with this indicator, a letter is sent notifying them of their status and directing them to develop an improvement plan to address this non-compliance. Upon receiving guidance from OSEP regarding delayed referrals from Part C, one LEA was issued a finding of compliance for 2007-2008. Prior to receiving this guidance the data provided by districts was not reliable and determination did not include the delayed referral from Part C guidelines. Upon notification to the LEA of non-compliance, an individualized support plan was developed. A review of the current year's CRP indicates that the non-compliance has been corrected and appropriate improvement plans have been developed.*

*The second method of data collection is collected at the initial IEP meeting for each student eligible for early childhood special education. The data collection page of the IEP (Section 38, see Appendix) was developed specifically for Early Intervention Transition and is completed at the initial IEP meeting and entered into the Department of Education's data collection system, eRIDE, by district census clerks. This system affords the state additional assurance of the reliability of transition data as the page is completed at the child's first IEP meeting by a diverse group which includes the parent. Districts have been instructed to use this form since September 2007; however, this is the first year that eRIDE data was evaluated it as a data source. Review of this second data source suggests that the data currently lacks the fidelity required for reporting and that the system requires refinement. Specifically LEAs will require reminders that this portion of the IEP is a required reporting component for all students transitioning from Part C. The system will also be altered to make completion of data collection page mandatory at all initial IEP meetings. The data reported did suggest some confirmation in the number of children who had delays in the development and implementation of IEP. The IEP data collection reported that there were delays for 132 children in the development and implementation of the IEP, while the CRP data source identified 128 children in this category.*

*The third source of data collection is found in the comparison of data reported from the Department of Human Services (DHS), the lead agency for Part C. Part C reported 618 children exiting found eligible for Part B. Part B reported 676 children in this category. This discrepancy of 58 children could be due to multiple factors: differences inherent in reporting calendars, system disparities, and error factors. Additionally, DHS data indicates that 103 children exited EI without a Part B eligibility determination and developed IEP. Department of Education data indicates that 128 children fell into this category. While the difference of 25 students between reporting systems will be investigated, the discrepancies are generally interpreted as reflecting the lack of system and process discrepancies.*

The difficulties demonstrated in evaluating three data sources underscore the importance of developing greater consistency in the data collection system. The state has continued to work toward a data collection effort focused on collaborating with the Department of Human Services to issue a unique student identifier (SASID) to all children enrolled in Early Intervention. An interagency agreement signed by the Commissioner of Education and Director of the Department of Human Services review allowing Part C to assign children a unique identifier that could be used by both Part C and Part B has been delayed. RIDE continues to be committed to use of this

identifier which would allow for the unequivocal determination whether children who were referred from EI and were determined to be eligible for special education services, had an IEP developed and implemented by their third birthday. With a shared unique identifier, the state will be able to compare the information provided by Part C, the date of birth, and the initial date of the child's IEP. The state views this as the most reliable method of collecting the data required for this indicator. Additionally, the implementation of the unique student identifier has the potential to reduce the number of late referrals to transition. This work has been delayed due to fiscal constraints, personnel changes as well as work force capacity at the Department of Human Services (DHS). The fiscal constraints are related to the cost of building a new field for the SASID within the Part C data collection system. The time required to regularly assign new Part C students a SADID is the primary workforce capacity issue. Recently, the state began to explore the possibility of linking the SASID with the Kidsnet data system managed by the Department of Health. Kidsnet is a large data system which includes public health information on all children in Rhode Island. Part C programs in RI enter information into Kidsnet. Linking the RIDE student identifier to the Kidsnet data system would eliminate many of the barriers to the data sharing between Part C and Part B. The system would require only minor revision which decreases the cost and Kidsnet is more user friendly which decreases the personnel expense. At this time, Part B staff are drafting a proposal for review by the legal department.

In summary, the state will continue to work toward establishing multiple reliable data sources to ensure the fidelity required in monitoring effective transition practices. The state's efforts to collect more accurate data for this indicator and its commitment to the development of district improvement plans are reflected in the measurable progress toward reaching the target of 100%. The state has moved from 77% (2006-2007) to 83% (2007-2008) to 88% (2008-2009) of children referred from Part C and who are eligible for Part B, having an IEP developed and implemented by their third birthday. Eighty-two unacceptable delay factors were identified. In the category "Other", scheduling difficulties related to evaluation/scheduling accounted for 67% of the delays reported, staffing shortages accounted for 22% of the delays with assorted other issues accounting for the remaining 11%. The following table delineates delay factors not allowed by OSEP:

<i>Number of children delayed</i>	<i>Reason for delay</i>
6	<i>Child Illness</i>
18	<i>Other</i>
58	<i>Late referral from Early Intervention</i>

The majority of those delay factors were short-term delays, as indicated below:

<i>Range of Delays</i>	<i>&gt;10 days</i>	<i>10-20 days</i>	<i>21-30 days</i>	<i>31-40 days</i>	<i>41-60 days</i>	<i>61 days or more</i>
<i>Number of children</i>	89	64	11	9	15	9

In the 2008-2009 data collection, the information collected specific to the range of time children were delayed included all delay factors (e.g. children who turned three during a period of school closing, but who had an IEP developed before their third birthday or parental refusal to provide consent), but did not link time of delay with the specific delay factor. Those children are included in the range of delay table and arguably account for most of the more prolonged delay periods. Additional delays were associated with previously identified child illness, delays in evaluation, staff shortages and an assortment of systems issues. Modification in the 2009-2010 CRP reporting system is planned to establish a link between the time of delay and specific factor for delay.

Although RI did not meet the FFY 2009 of 100% compliance for Indicator #12, 12 of the 30 LEAS reporting did achieve the target. The majority of the districts have demonstrated progress toward the target of 100%. Districts will be notified of non-compliance and required to develop an improvement plan and for districts who fall significantly below the target a meeting will be held with the Special Education Director and RIDE Education Specialists to collaborate in the development of corrective action.

**Revisions, with Justification, to Proposed Targets / Improvement Activities / Timelines / Resources for 2009-2010:**

The proposed improvement target for 2008-2009 is set at 100% of children referred from Part C and found eligible for Part B will have an IEP developed and implemented by their third birthday. In continued collaboration with stakeholders, activities, timelines, and resources will be identified to improve state performance on this indicator and to reach the levels of performance for delineated targets.

Improvement Activity	Timelines	Resources
RIDE will review the 2009-2010 Part B and Part C data with Part C representatives to assess comparability of the separate data collections systems, to identify patterns specific to individual delay factors and to examine procedures and process associated with eligibility determination.	March 2010	RI Department of Education, Office for Diverse Learners personnel (ODL, Part B) and the Department of Human Service (DHS, Part C) and other collaborative partnerships and stakeholders
A Transition Subcommittee of Part C and Part B service providers and parents will be established to review the Transition process and guidelines in order to identify and ameliorate any issues/barriers creating delays associated with transition.	February – March 2010	RI Department of Education, Office for Diverse Learners personnel (ODL, Part B) and the Department of Human Service (DHS, Part C), Early Intervention Providers, LEA representative and parents.
Data will be delineated by district and early intervention provider. RIDE will review	March 2010	RI Department of Education, Office for Diverse Learners personnel (ODL, Part B) and

identified patterns of delayed transition with appropriate LEAs to elicit more detailed information.		the Department of Human Service (DHS, Part C), and LEA representatives.
Targeted improvement plans will be developed and implemented in districts and/or early intervention programs that data indicates are performing below the standard.	April 2010 and onward	RI Department of Education, Office for Diverse Learners personnel (ODL, Part B) and the Department of Human Service (DHS, Part C) and other collaborative partnerships and stakeholders
RIDE will continue to provide training and technical assistance to ensure that the LEAs are completing data collection forms and tables in accordance with OSEP guidelines.	September 2010 and onward	RI Department of Education, Office for Diverse Learners personnel (ODL, Part B)
RIDE will continue to monitor and modify data collection reporting systems to establish greater reliability and validity of the data.	February 2010 and onward	
RIDE will continue to pursue the implementation of the use of a shared student identifier to be used by both RIDE and the Department of Human Services, which oversees IDEA Part C.	2010 and onward	RI Department of Education, Office for Diverse Learners personnel (ODL, Part B) and the Department of Human Service (DHS, Part C) and other collaborative partnerships and stakeholders

## Part B State Annual Performance Report (APR) for FFY 2008

### Overview of the Annual Performance Report Development:

The Rhode Island Department of Education (RIDE) first compiled and analyzed data for the development of the Annual Performance Report (APR)/State Performance Plan (SPP) utilizing the expertise of internal personnel. A draft along with the data was reviewed with the Rhode Island Special Education Advisory Committee (RISEAC). RISEAC advises the Commissioner and Board of Regents for Elementary and Secondary Education on matters concerning: (a) the unmet educational needs of children with disabilities; (b) comments publicly on any rules or regulations proposed by the State regarding the education of children with disabilities; (c) advises the Rhode Island Department of Education in developing evaluations and reporting on data to the Secretary under section 618 of the IDEA; (d) advises the RIDE in developing corrective action plans to address findings identified in Federal Monitoring Reports under Part B of the IDEA; and (e) advises the RIDE in developing and implementing policies relating to the coordination of services for children with disabilities. Membership of the committee is composed of individuals involved in or concerned with the education of children with disabilities. Parents of children with disabilities birth through 26 maintain the majority of the Committee Membership. The Membership also includes individuals with disabilities, teachers, representatives of institutions of higher education, private schools, charter schools, state and local education officials, administrators of programs for children with disabilities foster care and homelessness, vocational, community or business

organizations, juvenile and adult corrections and State Child Serving Agencies. The SEAC reviewed the draft and provided suggestions and input. These were incorporated into the final copy of this document.

**Monitoring Priority: Effective General Supervision Part B / Effective Transition**

**Indicator 13:** Percent of youth with IEPs aged 16 and above with an IEP that includes appropriate measurable postsecondary goals that are annually updated and based upon an age appropriate transition assessment, transition services, including courses of study, that will reasonably enable the student to meet those postsecondary goals, and annual IEP goals related to the student's transition services needs. There also must be evidence that the student was invited to the IEP Team meeting where transition services are to be discussed and evidence that, if appropriate, a representative of any participating agency was invited to the IEP Team meeting with the prior consent of the parent or student who has reached the age of majority.

(20 U.S.C. 1416(a)(3)(B))

**Measurement:**

Percent =  $\left[ \frac{\text{(\# of youth with IEPs aged 16 and above with an IEP that includes appropriate measurable postsecondary goals that are annually updated and based upon an age appropriate transition assessment, transition services, including courses of study, that will reasonably enable the student to meet those postsecondary goals, and annual IEP goals related to the student's transition services needs. There also must be evidence that the student was invited to the IEP Team meeting where transition services are to be discussed and evidence that, if appropriate, a representative of any participating agency was invited to the IEP Team meeting with the prior consent of the parent or student who has reached the age of majority)}}{\text{(\# of youth with an IEP age 16 and above)}} \right] \times 100$ .

**NOTE:**

- ***States are not required to report actual target data for this indicator in the FFY 2008 APR. If a State reports actual target data for this indicator, OSEP will consider the data in the Determination process.***
- ***This template is ONLY for reporting in the FFY 2008 APR on the timely correction of noncompliance reported in the FFY 2007 APR.***

**Correction of FFY 2007 Findings of Noncompliance:**

Level of compliance (actual target data) State reported for FFY 2007 for this indicator: 94.99%

Rhode Island had 258 questionable records that were flagged for further examination/data drill down. Each record was listed and returned to the district of record origin for review utilizing the following criteria:

1. Was there an input data error? Was the IEP in fact correct and the clerk failed to input the data properly or failed to input the data at all.
2. Was the record non-compliant for 300.320(b)? Was the record missing the essential transition planning information?
3. Was the record no longer available for review?

Based on the reports returned to RIDE on January 9, 2008 regarding the 258 questionable records.

113 records were reported as errors in data entry to the Special Education Census and corrected

72 records were non-compliant IEPs, missing essential transition goals

73 records were no longer recoverable or the student arrived in the district with an out of state IEP (i.e. an IEP from another state without discernable transition information) or had since moved or graduated.

RIDE facilitated an in-district data review with the LEA with the largest number of records reported in all three categories and reviewed the records with the Special Education Director. This was a verification of the process used with all districts and the review results were verified and accurate.

For the 113 records that were not entered into the special education census properly, the districts were directed to make the necessary corrections in the next special education data upload. This was assisted by the installation of the error feature in the special education census which would not allow a record to be entered into the system without the transition data fields on the IEP being complete. Special education directors reported that the use of the data entry error feature, zero records were entered into the system without the required information. In these instances, the records were returned to the individual schools for the IEP to be corrected.

RIDE identified 28 findings (LEAs with non-compliant IEPs) of non-compliance for indicator 13 for the 72 non-compliant IEPs. RIDE verified that each IEP team would be reconvened within 60 days and the transition requirements would be met. The LEA Special Education Director signed the assurance that the non-compliant IEPs would be corrected within 60 days. This was further assisted by the error feature installed in the special education census which will not allow a record to be entered without the required transition information.

7. Number of findings of noncompliance the State made during FFY 2007 (the period from July 1, 2007 through June 30, 2008)	<b>28</b>
8. Number of FFY 2007 findings the State verified as timely corrected (corrected within one year from the date of notification to the LEA of the finding)	<b>28</b>
9. Number of FFY 2007 findings <u>not</u> verified as corrected within one year [(1) minus (2)]	<b>0</b>

**Correction of FFY 2007 Findings of Noncompliance Not Timely Corrected (corrected more than one year from identification of the noncompliance):**

10. Number of FFY 2007 findings not timely corrected (same as the number from (3) above)	<b>N/A</b>
11. Number of FFY 2007 findings the State has verified as corrected beyond the one-year timeline ("subsequent correction")	
12. Number of FFY 2007 findings <u>not</u> yet verified as corrected [(4) minus (5)]	<b>0</b>

**Actions Taken if Noncompliance Not Corrected:**

*For FFY 2007 findings for which the State has not yet verified correction, explain what the State has done to identify the root cause(s) of continuing noncompliance, and what the State is doing*

*about the continued lack of compliance, including, as appropriate, enforcement actions taken against an LEA that continues to show noncompliance.*

N/A, See *Collecting Indicator 13 Data in Rhode Island* (below).

**Verification of Correction (either timely or subsequent):**

*For those findings for which the State has reported correction, describe the process the State used to verify that the LEA: 1) is correctly implementing the specific regulatory requirements; and (2) has developed an IEP that includes the required transition content for each individual case of noncompliance, unless the child is no longer within the jurisdiction of the LEA, consistent with OSEP Memorandum 09-02.*

**Collecting Indicator 13 Data in Rhode Island**

RIDE is has decided to utilize the special education census as a means to monitor compliance with this indicator. As the data is collected by each district form every IEP form and entered into the RIDE census data system, RIDE is able to target LEA's with poor compliance for this indicator and provide targeted intervention. This method was initially chosen over utilization of the monitoring process because it allowed RIDE to monitor every IEP for essential compliance with this indicator.

In October 2005, RIDE provided guidance to all LEAs regarding the changes in IDEA 2004 related to the secondary transition requirements. This guidance included information of the development of measurable transition goals, Summary of Performance and other relevant changes. In February 2006 RIDE released an index of transition assessment instruments that schools may consider for meeting the measurable transition goal requirement and a series of trainings were offered for district personnel through the five Regional Transition Centers. Rhode Island hosted a statewide transition conference in April 2008 which featured many transition assessment tools and transition practices related to compliance on this indicator. Training and technical assistance has continued in 2008 and into 2009 with the release of a revised Transition Assessment Tools Guide for districts and a series of one day conferences devoted to transition assessment practices.

In December 2006 LEAs were required to begin reporting to RIDE, through the special education census, the completion of two sections of each student's IEP for students age 16 and above.

1. If the student was present at the IEP meeting, and
2. If the transition (long term) goal section of the IEP was completed for goals in employment, post-secondary education, independent living and community participation. If goals were not reported in each area, then the LEA would report if the rationale section for not having transition goals was completed or not.

Rhode Island requires LEAs to use the state IEP form so recovery of this information is consistent across all LEAs.

The data collected for 2006 APR was not complete. As the data was tabulated in 2006, RIDE discovered that some LEA's were not recording the data required or were not recording the data correctly. As a result, RIDE has installed an error feature on the census system that prevented the submission of a record without these fields being completed correctly. This feature went into full effect with the June 2007 census report and has allowed RIDE to report all LEA's in the 2007 APR.

RIDE was not able to verify data for district level compliance for this indicator for FY2006 due to the absence of valid and reliable data. RIDE was unable to address timely correction due to the absence of data, this has been corrected for FY2007.

Although institution of the error feature in the special education census has allowed RIDE to report if the student participated in the IEP meeting and if measurable goals for transition were developed (and if not a rationale was provided), this does not fully address the portion of this



indicator which states that goals “will reasonably enable the student to meet the post-secondary goals”. To address this portion of the indicator, RIDE developed features in the new state IEP form which went into effect July 1, 2008. The following table indicates the data that will be collected through the state special education census from the new IEP form. (The Rhode Island state IEP form and instructions may be viewed at: <http://www.ritap.org/iep/publications/publication.html>)

Rhode Island IEP Page	Item	Information reported
1	Date of Birth = 16 plus	“Percent of youth age 16 and older with an IEP...” (Ind. 13)
2	Student at IEP meeting - yes/no	Student participation in transition planning (not specific in indicator 13 but illustrates student involvement including consideration of preferences and interest)
3	Assessment Tools - one or more assessment tool listed on IEP yes/no	Based on age appropriate transition assessment (not specific in indicator 13 but a compliance item in IDEA)
3	Measurable Post-school goals - List one or more yes/no	“...coordinated, measurable, annual IEP goals...” (Ind. 13)
5	Transition services - List one or more yes/no	“...and transition services...” (Ind. 13)
6	Assurance of Transition Services - Assurance checked off with response yes/no	“... reasonable enable he student to meet the post-secondary goals.” (Ind. 13) Student agrees/disagrees.

By the 2009 census, all IEPs will include the required data for indicator 13.

Through the RIDE School Support System focused monitoring process (compliance monitoring), RIDE has always monitored LEAs for compliance with the secondary transition requirements of IDEA. This has been completed through record review, student and parent interview and on-site monitoring. LEAs with issues of noncompliance for the transition requirements are notified in the School Support report and are provided a deadline for compliance. RIDE schedules a follow-up verification review to ensure compliance with noncompliant items based on the nature of the issue, but no more than one year from the release of the report.

Although there are a relatively small number of records reviewed through this process, RIDE has drafted a protocol to examine records for complete compliance with indicator 13. The protocol is being piloted on two visits in early 2010. The finalized protocol is expected for full implementation in September 2010. On site record examination coupled with data generated through the special education census will provide RIDE with a complete picture of compliance for each LEA on indicator 13.

**Correction of Remaining FFY 2006 Findings of Noncompliance (if applicable):**

*For FFY 2006 findings for which the State has not yet verified correction, explain what the State has done to identify the root cause(s) of continuing noncompliance, and what the State is doing about the continued lack of compliance, including, as appropriate, enforcement actions taken against an LEA that continues to show noncompliance*

1. Number of remaining FFY 2006 findings noted in OSEP's June 1, 2009 FFY 2007 APR response table for this indicator	N/A
2. Number of remaining FFY 2006 findings the State has verified as corrected	
3. Number of remaining FFY 2006 findings the State has NOT verified as corrected [(1) minus (2)]	0

**Correction of Any Remaining Findings of Noncompliance from FFY 2005 or Earlier (if applicable):**

*Provide information regarding correction using the same format provided above.*

N/A

**Additional Information Required by the OSEP APR Response Table for this Indicator (if applicable):**

Statement from the Response Table	State's Response
Although the State is not required to report data for this indicator in the FFY 2008 APR, the State must report on the timely correction of the noncompliance reported by the State under this indicator in the FFY 2007 APR.	Information provided in this report.
The State must report, in its FFY 2008 APR due February 1, 2010, that it has verified that each LEA with noncompliance reported by the State under this indicator in the FFY 2007 APR: (1) is correctly implementing the specific regulatory requirements; and (2) has developed an IEP that includes the required transition content for each youth, unless the youth is no longer within the jurisdiction of the LEA, consistent with OSEP memo 09-02.	Each district signed an assurance that noncompliant IEPs have been corrected with 60 days. Implementation of the error feature for reporting indicator 13 data in the RIDE special education census has resulted in close attention to compliance with indicator 13 requirements. Complete analysis of compliance utilizing the new state required IEP form will be available with the FY2009 APR.

## Part B State Annual Performance Report (APR) for FFY 2008

### Overview of the Annual Performance Report Development:

The Rhode Island Department of Education (RIDE) first compiled and analyzed data for the development of the Annual Performance Report/State Performance Plan (SPP) utilizing the expertise of internal personnel. A draft along with the data was reviewed with the Rhode Island Special Education Advisory Committee (RISEAC). RISEAC advises the Commissioner and Board of Regents for Elementary and Secondary Education on matters concerning: (a) the unmet educational needs of children with disabilities; (b) comments publicly on any rules or regulations proposed by the State regarding the education of children with disabilities; (c) advises the Rhode Island Department of Education in developing evaluations and reporting on data to the Secretary under section 618 of the IDEA; (d) advises the RIDE in developing corrective action plans to address findings identified in Federal Monitoring Reports under Part B of the IDEA; and (e) advises the RIDE in developing and implementing policies relating to the coordination of services for children with disabilities. Membership of the committee is composed of individuals involved in or concerned with the education of children with disabilities. Parents of children with disabilities birth through 26 maintain the majority of the Committee Membership. The Membership also includes individuals with disabilities, teachers, representatives of institutions of higher education, private schools, charter schools, state and local education officials, administrators of programs for children with disabilities foster care and homelessness, vocational, community or business organizations, juvenile and adult corrections and State Child Serving Agencies. The SEAC reviewed the draft and provided suggestions and input. These were incorporated into the final copy of this document. Progress and slippage in meeting the targets in the SPP are discussed in detail in each indicator submitted to OSEP. All indicators are publicly available on the RIDE website at the following link:

[http://www.ride.ri.gov/Special\\_Populations/State\\_federal\\_regulations/Default.aspx](http://www.ride.ri.gov/Special_Populations/State_federal_regulations/Default.aspx).

Each year RIDE publicly reports per 34 CFR 300.602(b)(1)(i)(A). This year per OSEP, RIDE will publicly report on Indicators 1, 2, 3, 4A, 5, 8, 9, 10, 11, 12, 13, and 14. This, per OSEP, will occur no later than June 2, 2010. The link to access Rhode Island's public reporting information which details the performance of each LEA on the targets in the SPP is:

[https://www.eride.ri.gov/eride2K5/SPED\\_PublicReporting/](https://www.eride.ri.gov/eride2K5/SPED_PublicReporting/).

### Monitoring Priority: Effective General Supervision Part B / General Supervision

**Indicator 15:** General supervision system (including monitoring, complaints, hearings, etc.) identifies and corrects noncompliance as soon as possible but in no case later than one year from identification.

(20 U.S.C. 1416 (a)(3)(B) and 1442)

#### Measurement:

Percent of noncompliance corrected within one year of identification:

- # of findings of noncompliance.
- # of corrections completed as soon as possible but in no case later than one year from identification.

Percent = [(b) divided by (a)] times 100.

**States are required to use the "Indicator 15 Worksheet" to report data for**

**this indicator (see Attachment A).**

<b>FFY</b>	<b>Measurable and Rigorous Target</b>
<i>FFY 2008</i>	<i>100%</i>

*(Target data for FFY 2008 – the percent shown in the last row of the Indicator 15 Worksheet [column (b) sum divided by column (a) sum times 100])*  
*92%*

**Describe the process for selecting LEAs for Monitoring:**

Rhode Island's Collaborative System of Focused Monitoring: School Support System (SSS) incorporates a variety of instruments and procedures that are utilized to ensure compliance with state and federal laws and regulations. How districts are selected for monitoring is described in this paragraph. The process is an ongoing focused cycle for LEAs and requires LEA self-assessment, data analysis, interviews, surveys and on-site visits. Districts are on a continuous cyclical basis. Cyclical is defined by Webster's New International Dictionary (2<sup>nd</sup> edition) as "... of or pertaining to a cycle or circle: moving in cycles". This description dovetails with our belief that monitoring is not one isolated event but rather a continuous circle of focused data review, reflection, improvement activity development, implementation and then evaluation/data review again. *To this end all districts (LEAs) in Rhode Island are always involved in aspects of the focused monitoring process—no one or even several districts are "chosen" and the rest left alone.* Again, all districts are always involved in various aspects of monitoring. The on-site review typically occurs every five years although if the data indicate a need for a on-site review sooner (we have and will continue to do that as needed). Due to the continuous nature and focus on data driven improvement planning districts are always asked to reflect on the data and appropriate targeted improvement activities which keep RIDE informed of their progress and direction. The ongoing process is framed upon a self-assessment system that requires data collection analysis and continuous improvement planning. These multiple sources of information are used to develop a corrective action/support plan that is directed at increasing student performance and is founded on proven practice. Each LEA in Rhode Island is assigned a district liaison from the Office for Diverse Learners who works in tangent with the Quality Assurance Administrator to monitor district compliance with ongoing data review and corrective action planning. Moreover, the Rhode Island Department of Education (RIDE), Office for Diverse Learners seeks to create collegial and collaborative relationships with the school district, thereby involving the entire district in evaluating the quality of special education services. As a result, the process delineates the district's strengths and needs, culminating in the development of a plan to improve service delivery. Our goal is to implement agreements in a timely and systematic way to get corrective actions instituted in order to assure continuous high performance of all children. Further, the School Support System addresses the Comprehensive Education Strategy and the R.I. Student Investment Initiative. These are state general education initiatives designed to close gaps in student performance and prepare students for the 21<sup>st</sup> century. The School Support System is designed to align with current standards-based reform efforts and supports the following beliefs and assumptions:

- an assigned category or level of disability does not define the educational needs of students
- to the maximum extent possible, students with special needs are meaningfully included in the general education program

- the curricula are based on standards that are sufficiently broad to support the learning needs of all students and include academic and skill areas
- Individual Education Programs reflect state and local standards for student performance, incorporate varied assessments, and utilize a broad array of accommodations for teaching and learning
- a comprehensive system of professional training must support and encourage the involvement of all personnel in addressing the learning needs of students with the full range of abilities and disabilities

The Rhode Island Department of Education, Office for Diverse Learners and the district/local educational agency engage in ongoing data analysis and review that provides a picture of the present status of programs and services for students with disabilities. The School Support System (SSS) not only looks at the LEAs degree of compliance with special education laws and regulations, but also the relationships among the district/educational setting's teaching and learning practices and the performance indicators for students with disabilities. The process includes a review of qualitative and quantitative data sources that have the most direct relationship with student performance and program effectiveness. This data review always includes a review of the LEAs federal funding application which in Rhode Island, is referred to as the Consolidated Resource Plan or CRP as well as a review of the LEA's State Performance Plan/Annual Performance Plan data and any improvement plans that are related to SPP/APR indicators. The SSS procedures, instruments, cyclical monitoring schedule, and final reports are available online at [www.ritap.org](http://www.ritap.org). Through the SSS self-assessment process qualitative and quantitative data sources that have the most direct relationship with student performance and program effectiveness are analyzed. These include:

- collecting and reviewing a range of performance measures (e.g., data from the Rhode Island Department of Education's Information Works and Rhode Island's School Accountability for Learning and Teaching (SALT) Survey, graduation and drop-out rates of special education students, suspensions, expulsions, State Performance Plan/Annual Performance Report data, etc.)
- reviewing a sample of students' special education records
- surveying administrators, special educators, general educators, parents, and related personnel
- observing special education students randomly selected for the SSS visit
- engaging in on-site discussions/interviews with students randomly selected for the SSS visit
- interviewing special and general education personnel, and parents

During 2007-2008 there were four overlying focus areas and 32 indicators for program review. Six districts two charter schools and one state operated school received on-site reviews monitored for a total of nine LEAs. The LEAs that did not receive an on-site review had progress monitoring done via their respective RIDE appointed district liaison. This progress monitoring included data review/analysis including an annual review of the Consolidated Resource Plan (federal funding application), district self-reflection and corrective action review and refinement. *To this end all districts (LEAs) in Rhode Island are always involved in aspects of the focused monitoring process—no one or even several districts are “chosen” and the rest left alone.* The priority areas for monitoring as detailed in Section 616 of IDEA, 2004 are an integral part of the School Support System (SSS) process and are reflected indicators that are monitored. IDEA, 2004 saw resolution sessions become part of the due process system information. These elements: complaints, mediations, hearings, and resolution sessions are reviewed and integrated into the SSS process.

This has always been an integral part of the SSS process. Indicator areas are rated either Outcome or Compliance. Outcome is equated with overall practice being legally compliant, concerns limited to a few isolated situations: data sources agree; data equal to state average or expected comparative data. Compliance is equated with a violation of a legal requirement occurring, data sources agree and indicate a compliance violation, policies and procedures are not implemented correctly throughout the LEA.

LEAs must address non-compliance concerns immediately so that no indicator is noncompliant. Outcome areas under the guidance of the Rhode Island Department of Education, Office for Diverse Learners are also reflected via the continuous improvement support planning process strategies for growth as related to best practices and improving outcomes for students. The SSS Team and the district jointly develop the Support Plan (corrective action/improvement plan). Furthermore, the Support Plan details technical assistance and training needed to enable the schools and district to strengthen selected educational programs and correct essential areas. Resources are identified and made available to the district to assist in carrying out their support plans. The School Support System continuous improvement planning will include action plans, specific resources, staff responsibilities, timelines for completion, and mechanisms for verification. It is critical that these plans focus on continuous improvement in delivery systems and curricula that lead to higher achievement for students with disabilities. Approximately nine months from the date that Rhode Island Department of Education (RIDE) accepts the monitoring support plan, verification documentation is submitted to RIDE for review. One year from the date of the monitoring support plan was accepted by RIDE a closure /verification letter is issued to the LEA based on RIDE's verification of the LEA's successful completion of the support plan. School Support System monitoring reports, complaints mediation and due process hearing information is available on the Rhode Island Technical Assistance Project website at [www.ritap.org](http://www.ritap.org).

**Note: For this indicator, report data on the correction of findings of noncompliance the State made during FFY 2007 (July 1, 2007 through June 30, 2008).**

**Correction of FFY 2007 Findings of Noncompliance Timely Corrected (corrected within one year from identification of the noncompliance):**

1.Number of findings of noncompliance the State made during FFY 2007 (the period from July 1, 2007 through June 30, 2008) (Sum of Column a on the Indicator B15 Worksheet)	<b>234</b>
2.Number of findings the State verified as timely corrected (corrected within one year from the date of notification to the LEA of the finding) (Sum of Column b on the Indicator B15 Worksheet)	<b>216</b>
3. Number of findings <u>not</u> verified as corrected within one year [(1) minus (2)]	<b>18</b>

**Correction of FFY 2007 Findings of Noncompliance Not Timely Corrected (corrected more than one year from identification of the noncompliance):**

4. Number of FFY 2007 findings not timely corrected (same as the number from (3) above)	<b>18</b>
5.Number of findings the State has verified as corrected beyond the one-year timeline ("subsequent correction")	<b>0</b>

6.Number of findings <u>not</u> yet verified as corrected [(4) minus (5)]	<b>18</b>
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Data from 2007-2008 and corrected by FFY 2008 (within the one year timeframe) is as follows:

Percent of noncompliance related to monitoring priority areas and indicators corrected within one year of identification:  
91% within the one year timeline of identification\*

- a. There were a total of 234 findings of noncompliance.

113 were made related to monitoring activities as described in the preceding paragraphs.

40 were attributed to complaint findings of noncompliance.

There were no (0) hearing findings of noncompliance.

Eight-one (81) findings were attributed to specific SPP indicator related issues (three (3) findings were related to Indicator #4 , four (4) findings were related to Indicator #9, five (5) findings were related to Indicator #10, five (5) findings were related to Indicator #12 twenty-eight (28) findings to indicator #13 and thirty-six (36) findings to Indicator 11.)

- b. 113 findings made related to monitoring activities were corrected within the one year timeframe  
40 complaint findings of noncompliance were corrected within the one year timeframe  
Of the 81 findings attributed to specific SPP indicator related issues sixty-three (63) were corrected. Eighteen (18) are still outstanding.

Thus, 216 corrections were completed corrected and verified as soon as possible but in no case later than one year from identification. Seven (7) were held over from FFY 2006 and reported in FFY 2007 submission were corrected in FFY 2008 for a total of 223 corrected findings.

**All correction of noncompliance is accounted and verified for with the exception of Indicator 11.** Indicator 11, as mentioned above, has eighteen (18) outstanding compliance findings. Hence, the percentage is  $b (216) \text{ divided by } a (234) \times 100 \text{ which equals } 92\%$

#### Correction of Remaining FFY 2006 Findings of Noncompliance (if applicable)

*For FFY 2006 findings for which the State has not yet verified correction, explain what the State has done to identify the root cause(s) of continuing noncompliance, and what the State is doing about the continued lack of compliance, including, as appropriate, enforcement actions taken against an LEA that continues to show noncompliance.*

If the State reported <100% for this indicator in its FFY 2006 APR and did not report that the remaining FFY 2006 findings were subsequently corrected, provide the information below:

1. Number of remaining FFY 2006 findings noted in OSEP's June 1, 2009 FFY 2007 APR response table for this indicator	7
2.Number of remaining FFY 2006 findings the State has verified as corrected	7
3. Number of remaining FFY 2006 findings the State has NOT verified as corrected [(1) minus (2)]	<b>0</b>

LEAs must address non-compliance concerns immediately so that no indicator is noncompliant. Outcome areas under the guidance of the Rhode Island Department of Education, Office for Diverse Learners are also reflected via the continuous improvement support planning process strategies for growth as related to best practices and improving outcomes for students. The SSS Team and the district jointly develop the Support Plan (corrective action/improvement plan). Furthermore, the Support Plan/Corrective Action details technical assistance and training needed to enable the schools and district to strengthen selected educational programs and correct essential areas. Resources are identified and made available to the district to assist in carrying out their support plans. The School Support System continuous improvement planning will include action plans, specific resources, staff responsibilities, timelines for completion, and mechanisms for verification. It is critical that these plans focus on continuous improvement in delivery systems and curricula that lead to higher achievement for students with disabilities. Approximately nine months from the date that Rhode Island Department of Education (RIDE) accepts the monitoring support plan, verification documentation is submitted to RIDE for review and verification by RIDE personnel. In addition, the annual funding application (CRP) provides another data source to review and monitor the progress of the LEA in timely correction of noncompliance. One year from the date of the monitoring support plan was accepted by RIDE a closure /verification letter is issued to the LEA based on RIDE's verification of the LEA's successful completion of the support plan. School Support System monitoring reports, complaints mediation and due process hearing information is available on the Rhode Island Technical Assistance Project website at [www.ritap.org](http://www.ritap.org). Using these various verification data sources and verification documentation the State can report that it verified each LEA with noncompliance identified in FFY 2006 is correctly implementing the specific regulatory requirements; and has corrected each individual case of noncompliance.

In summary, the School Support System is a comprehensive and collaborative system of focused monitoring that not only looks at the school district's degree of compliance with special education laws and regulations, but also the relationships among the district's teaching and learning practices and the performance indicators for students with disabilities. The SSS process also integrates the State Performance Plan indicators into its reviews. Hence, the system analyzes the districts' compliance with the Individuals with Disabilities Education Act and the states Regents Regulations and how the district practices related to critical performance indicators for students with disabilities. We believe the data continue to support this assessment

**Actions Taken if Noncompliance Not Corrected** *For FFY 2007 findings for which the State has not yet verified correction, explain what the State has done to identify the root cause(s) of continuing noncompliance, and what the State is doing about the continued lack of compliance, including, as appropriate, enforcement actions taken against an LEA that continues to show noncompliance*

**Additional information regarding the improvement and verification activities for indicators is delineated in the following pages of this indicator as well as the respective individual indicator pages (refer to cover letter for specific Indicator pages).**

**(There were 18 findings from Indicator 11 that were not corrected within one year)**

**Indicator 11** Child Find % determined eligible within the 60 day timeline (from Indicator 11)

A field was added to the database 'Receipt of Consent for Evaluation Date'. This field was added so that a school district or local education agency would not be penalized if the *Consent to Evaluate* form was taken home by the parents or guardian and sent back to the school district at



a later date. School districts and local education agencies were instructed to date stamp the consent form as soon as they received it. The 60 day timeline started from the actual date of receipt. In addition, written guidance was sent to each school district and local education agency on exactly which exceptions were allowable. Technical assistance was provided in the guidance to explain specific circumstances where an allowable exception could be made for certain types of cases.

In cases where school districts and local education agencies percentage rate of compliance on Indicator 11 was below 79%, they were invited to a mandatory workshop. At the workshop these school districts and local education agencies were presented with the data they submitted for this indicator and afforded an opportunity to discuss their data and were given an opportunity to correct any discrepancies. This group reviewed their Corrective Action Plan from the previous year and submitted a Corrective Action Plan that would improve their compliance with this indicator for the next school year.

School districts and local education agencies whose percentage rate of compliance on this indicator was 80% to 99%, reviewed their Corrective Action Plan that they had submitted to RIDE the previous year and had to submit a Corrective Action Plan to improve their compliance with this indicator.

School districts and local education agencies, whose percentage rate of compliance on this indicator was 100%, were congratulated and asked to review their Corrective Action Plan.

All school districts were required to submit a Corrective Action Plan. Rhode Island Department of Education ensured that all referred students were evaluated and an eligibility determination was made. At the end of each school year, any students whose Initial Evaluation has not yet been determined are carried over into the next school year. This ensures that every student is accounted for and a determination is completed.

As a result of the technical assistance and revised Corrective Action Plans, the state had substantial increase from 64% to 85% compliance. 18 LEAs have reached 100% compliance. RIDE continues to provide ongoing technical assistance to the LEAs who have not reached compliance on this indicator.

#### **Verification of Correction (either timely or subsequent)**

*For those findings for which the State has reported correction, describe the process the State used to verify that the LEA: 1) is correctly implementing the specific regulatory requirements; and (2) has corrected all instances of noncompliance (including noncompliance identified through the State's monitoring system, through the data system and by the Department), consistent with OSEP Memorandum 09-02.*

Additional information regarding the improvement and verification activities for indicators is delineated in the following pages of this indicator as well as the respective individual indicator pages. All noncompliance identified in FFY 2007 and FFY 2006 were corrected/verified so that each LEA is correctly implementing the specific regulatory requirements; and had corrected each individual case of noncompliance, unless the child is no longer within the jurisdiction of the LEA.

LEAs must address non-compliance concerns immediately so that no indicator is noncompliant. Outcome areas under the guidance of the Rhode Island Department of Education, Office for Diverse Learners are also reflected via the continuous improvement support planning process strategies for growth as related to best practices and improving outcomes for students. The SSS Team and the district jointly develop the Support Plan (corrective action/improvement plan). Furthermore, the Support Plan/Corrective Action details technical assistance and training needed to enable the schools and district to strengthen selected educational programs and correct

essential areas. Resources are identified and made available to the district to assist in carrying out their support plans. The School Support System continuous improvement planning will include action plans, specific resources, staff responsibilities, timelines for completion, and mechanisms for verification. It is critical that these plans focus on continuous improvement in delivery systems and curricula that lead to higher achievement for students with disabilities.

Approximately nine months from the date that Rhode Island Department of Education (RIDE) accepts the monitoring support plan, verification documentation is submitted to RIDE for review and verification by RIDE personnel. In addition, the annual funding application (CRP) provides another data source to review and monitor the progress of the LEA in timely correction of noncompliance. One year from the date of the monitoring support plan was accepted by RIDE a closure /verification letter is issued to the LEA based on RIDE's verification of the LEA's successful completion of the support plan. School Support System monitoring reports, complaints mediation and due process hearing information is available on the Rhode Island Technical Assistance Project website at [www.ritap.org](http://www.ritap.org). Using these various verification data sources and verification documentation the State can report that it verified each LEA with noncompliance identified in FFY 2007 is correctly implementing the specific regulatory requirements; and has corrected each individual case of noncompliance.

Further, The Rhode Island Department of Education through its Rhode Island Technical Assistance Project provides training and technical assistance in IEP development that assists in establishing the connection between improved student results and procedural compliance with issues such as general education teacher participation, quality present levels of performance statements, measurable goals, progress monitoring and consideration of students; strengths and challenges. Not only are these procedural issues, these are relevant components of effective teaching. In addition, the Supporting All Students (SAS) capacity building initiative addresses differentiated instruction and universal design for learning to further service delivery in the least restrictive environment. Supporting All Students assists teachers, school-based administrators, special education directors and others to effectively use these philosophies to inform their education practices and service delivery continuums.

Systemic issues are identified through the analysis of all data. As we examine our data, the specificity of our information increases and thus our abilities to effectively use the data to inform and refine our process, procedures and instruments. This specificity across procedures highlights systemic issues to be addressed such as least restrictive environment; increasing inclusive educational practices, differentiated instruction/universal design for learning, and IEP development. The RI Department of Education, Office for Diverse Learners in conjunction with the RI Technical Assistance Project and the Supporting all Students initiative will target and provide technical assistance through a myriad of professional development and technical assistance opportunities to address systemic needs as identified through the School Support System process. This multi-faceted continuum array assists in maintaining progress. These improvement initiatives/activities include:

- The IEP Network is designed to assist families, students and school personnel in developing individualized programs for students with disabilities that meet the same high standards established for all students. This initiative strives to increase access to the general curriculum for students with disabilities, to ensure the participation of students with disabilities in accountability and assessment efforts, and to provide technical assistance on IEP development. The IEP Network's long-range goal is to have at least one teacher and one parent in every school building in the state as a resource network member. Ongoing state-wide training in the new IEP template has occurred throughout the FFY 2007 and FFY 2008.
- Legal Affairs provides technical assistance to state and local education departments, parents, and interest groups on regulatory requirements of special education: coordinates a system of due process including complaints, mediation and due process hearings; and publishes informational documents.

-The Response to Intervention Initiative /Supporting All Students (SAS) initiative builds capacity within schools and districts to differentiate instruction for all students, by preparing educators to provide professional development, demonstrate strategies, coach and otherwise support their colleagues. The initiative increases educators' understanding of differentiated instruction and how to implement differentiated instruction strategies in schools and classrooms to meet the needs of and improve results for students K-12.

RIDE, Office of Diverse Learners (ODL) will continue to support districts in their continuous improvement efforts through corrective action/support planning, guidance documents; procedures and policies; SSS self-assessments and analysis of data from formal complaints, mediations, and due process hearings. Please note that for all due process follow up, RIDE due process personnel require verification documentation be submitted to RIDE for review and verification. This is detailed in correspondence to the LEA. Upon receipt of follow up documentation RIDE personnel verify the documentation with the LEA and parent parties. Further, the documentation is maintained in due process files in addition to being maintained in a due process database. Using these various verification data sources and verification documentation the State can report that it verified each LEA with noncompliance identified in FFY 2007 is correctly implementing the specific regulatory requirements; and has corrected each individual case of noncompliance. All correction of noncompliance occurs within one year of the noncompliance being identified. These are ongoing endeavors designed to provide LEAs with improvement guidance/tools and accountability verification mechanisms. These mechanisms will continue to provide targeted assistance to LEAs through guidance documents, Supporting All Students initiatives, part B discretionary funds targeting improvement strategies through corrective action/support planning, and technical assistance sources including ; IEP development through a variety of sources such as the IEP Network, Legal Affairs and other technical assistance supports such as the Supporting All Students (SAS) initiative, Autism Spectrum Disorders Support Center, Children's Behavioral Health Initiative, RI Regional Transition Centers, the Positive Behavior Intervention and Support Project (PBIS) and the Traumatic Brain Injury Resource Center. These are ongoing endeavors designed to provide LEAs with improvement guidance/tools and accountability verification mechanisms that inform corrective actions/support planning. Continue to develop, refine and maintain database and performance of system for the identification and correction of IDEA noncompliance. This is an ongoing endeavor designed to provide an accountability verification mechanism that informs corrective actions/support planning. RIDE, ODL has also funded a Response to Intervention (RTI) initiative to assist schools in effectively intervening and recording progress with students that are not meeting expectations.

It is expected that pilot schools will serve as models for effective intervention. RIDE also formed a secondary RTI team and developing professional development for secondary level teachers and administrators and recruiting middle and high schools to serve as pilot sites.

In alignment with the above improvement activities the following activities are also occurring involving the topical areas of noncompliance.

### **Transition Interventions Targeted at Improving Student Outcomes**

-Rhode Island Transition Council

*The Rhode Island Transition Council was established by state law on July 11, 1994 to assist in the transition of students with special needs from school to adult life. Responsibilities of the Transition Council include:*

- *Develop and periodically revise a Cooperative Agreement among state departments;*

- *Oversee the implementation of the Cooperative Agreement;*
- *Issue guidelines and recommendations to state departments and agencies which will effectuate the Cooperative Agreement;*
- *Develop joint plans among state departments and school districts for providing transition services for students with special needs;*
- *Provide an annual report to the Governor, Children's Cabinet and the General Assembly on the status of transition services and recommendations for improving opportunities for youth with special needs to make a successful transition from school to self-sufficient adult life.*

The vision of the Transition Council is to create a partnership among state agencies, parents, students with special needs and local education agencies. This partnership will serve to enable students and young adults with special needs to successfully transition to adult life in their community. Membership of the Transition Council includes students, parents, representatives of local education agencies and the following state agencies:

- RI Department of Education/Office for Diverse Learners (Chair)
- RI Department of Education/Office of Research, High School Reform & Workforce Development
- RI Department of Mental Health, Retardation & Hospitals/Division of Integrated Mental Health
- RI Department of Mental Health, Retardation & Hospitals/Division of Developmental Disabilities
- RI Department of Human Services/Office of Rehabilitation Services
- RI Office of Higher Education
- RI Department of Children, Youth & Families
- RI Department of Labor & Training
- RI Department of Health

The RI Transition Council has fostered the development of several key policy and program initiatives to improve student outcomes. Three significant initiatives are described below:

#### *Rhode Island Regional Transition Centers*

The Rhode Island Regional Transition Centers provide direct technical support, training and information on transition services to school personnel in each region and assist in the development of statewide training and information activities. The Regional Transition Centers develop an annual technical assistance plan with each public school district and organize a Transition Advisory Committee (TAC) in four regions and Providence Public Schools. The Transition Advisory Committee meets on a scheduled basis, includes a representative from each high school in the region and adult service agency representatives and is utilized as the primary communication vehicle for sharing emerging transition practices and news.

#### **Rhode Island Regional Vocational Assessment Centers**

The Rhode Island Regional Vocational Assessment Centers provide vocational assessment services for students in special education ages 14-21 that are eligible for the services of the Department of Human Services/Office of Rehabilitation Services (ORS). The Assessment Centers assist students with their personal career goals through career counseling, vocational testing and community work experiences. Information generated from the assessment is provided to the students Individual Education Plan (IEP) team and used in establishing transition goals with the student for employment, post-secondary education and training, community participation and independent living. To participate in an assessment, students must be eligible for the services of the Office of Rehabilitation Services (ORS), receive special education services and are age 14-21. There is no cost to eligible students or their family. Annually, the Regional Vocational Assessments Centers serve 230 students statewide.

### **Rhode Island Transition Academies**

*The RI Transition Academies are a unique educational program that offers students with disabilities, 18 to 21 years old, the opportunity to complete their high school education on a college campus and/or in various employment and community settings. It is geared toward the student who has completed or nearly completed the academic courses necessary for graduation and would benefit from an additional one or two years to acquire the functional life skills, vocational skills and social skills necessary to be better prepared for adult life. Potential student candidates must be in special education with an Individual Education Plan (IEP), be currently enrolled in school and near completion of their academic program. Candidates must also be eligible for services through the Office of Rehabilitation Services and must have a current application with the Office of Rehabilitation Services. Application to the Transition Academy must be recommended by the student's Individual Education Plan (IEP) team, and must include an Office of Rehabilitation Services Counselor's recommendation. Applications are available through the student's high school or Special Education Administrator for the student's school district. Currently, there are three Transition Academies operating in Rhode Island;*

- *Transition Academy at the Community College of Rhode Island-Warwick*
- *Transition Academy at Roger Williams University-Bristol*
- *Northern RI Transition to Employment Center - TEC - Pawtucket*

*The results of the Transition Outcome Data will be significant in informing the practices and activities of the Transition Council and these statewide initiatives.*

In December 2006 LEAs were required to begin reporting to RIDE, through the special education census, the completion of two sections of each student's IEP for students age 16 and above.

4. If the student was present at the IEP meeting, and
5. If the transition (long term) goal section of the IEP was completed for goals in employment, post-secondary education, independent living and community participation. If goals were not reported in each area, then the LEA would report if the rationale section for not having transition goals was completed or not.

Rhode Island requires LEAs to use the state IEP form so recovery of this information is consistent across all LEAs.

The data collected for 2006 APR was not complete. As the data was tabulated in 2006, RIDE discovered that some LEA's were not recording the data required or were not recording the data correctly. As a result, RIDE has installed an error feature on the census system that prevented the submission of a record without these fields being completed correctly. This feature went into full effect with the June 2007 census report and has allowed RIDE to report all LEA's in the 2007 APR.

RIDE was not able to verify data for district level compliance for this indicator for FY2006 due to the absence of valid and reliable data. RIDE was unable to address timely correction due to the absence of data, this has been corrected for FY2007.

Although institution of the error feature in the special education census has allowed RIDE to report if the student participated in the IEP meeting and if measurable goals for transition were developed (and if not a rationale was provided), this does not fully address the portion of this indicator which states that goals "will reasonably enable the student to meet the post-secondary goals". To address and verify this portion of the indicator, RIDE developed features in the new state IEP form which went into effect July 1, 2008. The following table indicates the data that will be collected through the state special education census from the new IEP form. (The Rhode Island state IEP form and instructions may be viewed at:

<http://www.ritap.org/iep/publications/publication.html>)

Rhode Island IEP Page	Item	Information reported
1	Date of Birth = 16 plus	"Percent of youth age 16 and older with an IEP..." (Ind. 13)
2	Student at IEP meeting - yes/no	Student participation in transition planning (not specific in indicator 13 but illustrates student involvement including consideration of preferences and interest)
3	Assessment Tools - one or more assessment tool listed on IEP yes/no	Based on age appropriate transition assessment (not specific in indicator 13 but a compliance item in IDEA)
3	Measurable Post-school goals - List one or more yes/no	"...coordinated, measurable, annual IEP goals..." (Ind. 13)
5	Transition services - List one or more yes/no	"...and transition services..." (Ind. 13)
6	Assurance of Transition Services - Assurance checked off with response yes/no	"... reasonable enable he student to meet the post-secondary goals." (Ind. 13) Student agrees/disagrees.

The 2009 census, all IEPs will include the required data for Indicator 13. See also further information regarding Indicator 13 beginning on page 123 of this Indicator as well as in the body of Indicator 13 itself.

#### **Indicator 4 Rates of Suspension and Expulsion (from Indicator 4)**

Improvement and Verification Activities Completed FY2006 The three LEAs with significant discrepancies for rates of suspensions were required to report plans for reducing the rate of suspension of children with disabilities in their consolidated resource plans submitted June 1, 2008. These district reports included revisions in policies, procedures, and practices as part of correction of non-compliance relating to the development and implementation of IEPs, the use of positive behavioral interventions and supports, and procedural safeguards to ensure compliance with the IDEA. For two districts, correction of non-compliance was verified during School Support System focused monitoring review process. For the third district, revisions of policies, procedures, and practices were monitored and verified by the RI Commissioner of Education and the Director of the Office for Diverse Learners through the district Corrective Action Plan and District Negotiated Agreement. In addition, this district has begun to participate in the statewide Positive Behavior Intervention and Support Project (PBIS) on a district-wide basis.

Improvement and Verification Activities Completed FY2007 The two LEAs with significant discrepancies for rates of suspensions are required to report plans for reducing the rate of suspension of children with disabilities in their consolidated resource plans to be submitted June 1, 2009. One district is outstanding from FFY06 and is currently participating in technical assistance from RIDE in collaboration with the Sherlock Center on Disabilities PBIS project. RIDE expects that the June 2009 submission of the Consolidated Resource Plan/Acelegants will demonstrate correction of noncompliance for this LEA relating to the development and implementation of IEPs, the use of positive behavioral interventions and supports, and procedural safeguards to ensure compliance with the IDEA. The second district had not been discrepant in this area in the FFY06 reporting. This district received additional technical assistance relating to the development and implementation of IEPs, the use of positive behavioral interventions and supports, and procedural safeguards to ensure compliance with the IDEA from RIDE this spring. During this TA, RIDE and the district discovered that school staff were incorrectly reporting in-school interim behavior programs as an out of school suspension. When correctly counted, the district is not discrepant on this indicator.

#### Improvement and Verification Activities Completed FY 2008

Districts that showed significant discrepancy for suspensions and expulsions greater than 10 days for students with IEPs completed a self-assessment of their policies, procedures and practices to identify those that might contribute to the significant discrepancy and that do not comply with the requirements relating to the development and implementation of IEPs, the use of positive behavioral supports, and procedural safeguards. As a result, one district hired additional staff, including a part-time behavioral specialist and school psychologist to address these issues. They continued to address issues relating to the development and implementation of IEPs, the use of positive behavioral interventions and supports, and procedural safeguards to ensure compliance with the IDEA through the use of their ARRA funding. A data collection error was found in the spring of 2009, where the district was counting students placed in an in-school interim behavior program as out of school suspensions. This brings them into compliance and eliminates the significant discrepancy for suspensions and expulsions greater than 10 days for students with IEPs as compared to students without IEPs.

The second district that showed a significant discrepancy for FFY 2007 completed year 2 of implementing an inclusion model with significant emphasis and training on co-teaching at the secondary level to better engage students in the classroom thereby reducing disciplinary issues.

Explanation of Progress/Slippage The decrease in the number of districts that are significantly discrepant for suspensions and expulsions greater than 10 days is likely explained by the implementation of self-assessment, action plans and changes in staffing and programming. LEAs with significant discrepancies for rates of suspensions were required to report plans for reducing the rate of suspension of children with disabilities in their consolidated resource plan due June 1, 2009 including revisions in policies, procedures, and practices as part of correction of non-compliance. Although a data collection error was discovered while RIDE was providing technical assistance, the district is continuing to address these issues. They will use ARRA money to hire additional staff to support students with IEPs with behavioral issues. Behavior specialists and social workers will be hired to develop plans and provide additional training to staff to support student progress and achievement. As part of the federal funding process (CRP), all districts are required to complete an annual self-assessment and evidence checklist of their policies, procedures and practices relating to the development of IEPs, the use of positive behavioral supports and interventions, and procedural safeguards.



**Indicator 9 Disproportionality (from Indicator 9)****Verification of Correction (either timely or subsequent):**

Verification of correction of non-compliance occurred via

- monitoring of district negotiated agreements and corrective action plans by RIDE and/or
- examination of evidence of revised policies, procedures, and practices submitted to RIDE and/or
- student file reviews and
- examination of data

The verification activities are tailored to the particular case of noncompliance. For example, where procedures led to inappropriate identification practices, RIDE required the district to submit a revised procedure manual and schedule of dissemination including training to district staff. In addition, the New England Equity Assistance Center and the Northern RI Educational Collaborative report to RIDE on targeted technical assistance activities and outcomes for each district. Those activities include assisting the district in necessary revisions and district staff training on new or revised policies or procedures. No district had an individual child case of noncompliance to correct.

Progress in the area of disproportionate representation due to inappropriate identification practices is likely due to continued emphasis on and attention to the issue in statewide technical assistance, the School Support System of Focused Monitoring, the annual Consolidated Resource Plan/Accelerants IDEA submission. LEAs received targeted technical assistance from RIDE in collaboration with the New England Equity Assistance Center, the Rhode Island Technical Assistance Project, and the Northern RI Educational Collaborative. Topics included culturally responsive educational practices, distinguishing cultural and linguistic difference from disability, response to intervention (RtI) initiatives for serving all students with responsive systems of supports and interventions, technical assistance and guidance on the implementation of state regulations for the education of English language learners, and RtI for English Language Learners. RIDE requested additional technical assistance from the New England Equity Assistance Center which provided further targeted technical assistance to three LEAs with disproportionate representation. Review and revision of SEA policies, procedures, and practices has included the following activities:

- Review and revision of the state basic education plan including Chapter 14 Supports to Students completed June 2009
- Finalization of state criteria for identifying students with learning disabilities June 2009
- Review and revision of the Rhode Island Individualized Education Program (IEP) Guidebook spring 2009
- Drafted guidance on the implementation of RtI for identifying students with learning disabilities with anticipated completion by February 2010
- Drafted and finalized guidance on LEA obligations to English Language Learners whose parents waive program placement October 2009

**Significant Disproportionality:** is defined as

- Risk levels for a racial group that are 1% or higher than the national risk for all students;
- A risk ratio that shows that the risk for the group in the district is at least 2.5 times the combined risk for all students in the nation;
- There must be at least 10 students in the category in question;



- The specific criteria must be met for two consecutive years;

LEAs with significant disproportionality were required to review and, if appropriate, revise policies, procedures, and practices in their consolidated resource plans submitted June *each* year and publically report on any such revisions. RIDE has provided a district self-assessment tool and evidence checklist to assist LEAs with this review. Evidence of revised policies, procedures, and practices was also submitted in districts' consolidated resource plans June 2009. LEAs received targeted technical assistance from RIDE in collaboration with the New England Equity Assistance Center and the Northern RI Educational Collaborative on the review and revision of policies, procedures, and practices. In addition, LEAs were required to support Coordinated Early Intervening Services (CEIS) with 15% of their IDEA funds and report on their proposed activities in the consolidated resource plans and ARRA grants submitted June 1, 2009. LEAs are reporting on the number of students receiving CEIS who are subsequently referred to and found eligible for special education and related services through the eRIDE enrollment census. The first data collection was due June 20, 2009 and ongoing data collection is currently happening during this 2009-2010 school year. LEAs received targeted technical assistance from RIDE in cooperation with the Northern RI Educational Collaborative on CEIS.

#### **Indicator 10 Disproportionality (from Indicator 10)**

Progress in the area of disproportionate representation due to inappropriate identification practices is likely due to continued emphasis on and attention to the issue in statewide technical assistance, the School Support System of Focused Monitoring, the annual Consolidated Resource Plan/Accelerants IDEA submission. LEAs received targeted technical assistance from RIDE in collaboration with the New England Equity Assistance Center, the Rhode Island Technical Assistance Project, and the Northern RI Educational Collaborative. Topics included culturally responsive educational practices, distinguishing cultural and linguistic difference from disability, response to intervention (RtI) initiatives for serving all students with responsive systems of supports and interventions, technical assistance and guidance on the implementation of state regulations for the education of English language learners, and RtI for English Language Learners. Particular attention was given to technical assistance on the impact of acculturation on learning and behavior, tools for conducting file reviews in the areas of ED and OHI, and the use of functional behavioral analysis and implementation of behavior intervention plans. RIDE requested additional technical assistance from the New England Equity Assistance Center which provided further targeted technical assistance to three LEAs with disproportionate representation. Review and revision of SEA policies, procedures, and practices has included the following activities:

- Review and revision of the state basic education plan including Chapter 14 Supports to Students completed June 2009
- Finalization of state criteria for identifying students with learning disabilities June 2009
- Review and revision of the Rhode Island Individualized Education Program (IEP) Guidebook spring 2009
- Drafted guidance on the implementation of RtI for identifying students with learning disabilities with anticipated completion by February 2010
- Drafted and finalized guidance on LEA obligations to English Language Learners whose parents waive program placement October 2009

**Significant Disproportionality:** is defined as

- Risk levels for a racial group that are 1% or higher than the national risk for all students;
- A risk ratio that shows that the risk for the group in the district is at least 2.5 times the combined risk for all students in the nation;

- There must be at least 10 students in the category in question;
- The specific criteria must be met for two consecutive years;

LEAs with significant disproportionality were required to review and, if appropriate, revise policies, procedures, and practices in their consolidated resource plans submitted June *each* year and publically report on any such revisions. RIDE has provided a district self-assessment tool and evidence checklist to assist LEAs with this review. Evidence of revised policies, procedures, and practices was also submitted in districts' consolidated resource plans June 2009. LEAs received targeted technical assistance from RIDE in collaboration with the New England Equity Assistance Center and the Northern RI Educational Collaborative on the review and revision of policies, procedures, and practices. In addition, LEAs were required to support Coordinated Early Intervening Services (CEIS) with 15% of their IDEA funds and report on their proposed activities in the consolidated resource plans and ARRA grants submitted June 1, 2009. LEAs are reporting on the number of students receiving CEIS who are subsequently referred to and found eligible for special education and related services through the eRIDE enrollment census. The first data collection was due June 20, 2009 and ongoing data collection is currently happening during this 2009-2010 school year. LEAs received targeted technical assistance from RIDE in cooperation with the Northern RI Educational Collaborative on CEIS. Examination of risk ratio trend data over 3 years shows clear patterns of improvement for Speech/Language, ED, and MR in the form of declining risk ratios. The disability categories of OHI and LD have shifted but not as dramatically statewide.

#### **Determining if Disproportionate Representation is the Result of Inappropriate Identification**

The State reviewed the 23 districts identified in step 1 of the FFY 2008 data review as having disproportionate representation to determine whether the disproportionate representation was the result of inappropriate identification. Evidence was collected from multiple sources:

- on-site record reviews which occur both as part of the School Support System of Focused Monitoring and also as part of additional probes in response to disproportionality data.
- onsite visits in which district general education and special education leadership, building principals, special education and general education teaching staff, related service providers, parents, and students are interviewed
- required district submissions of a disproportionality self-assessment and corresponding evidence checklist as a Word document in the Consolidated Resource Plan/Accellegrants IDEA application June 2009
- records of complaints, mediations, and hearings.

As a result of its extensive verification process, the State found that three districts were noncompliant with the eligibility and/or evaluation requirements. Accordingly, the State determined that 3 of the 23 districts had disproportionate representation of racial and ethnic groups in special education and related services due to inappropriate identification. These districts were identified for three different disability categories (LD, ED, OHI) for three different racial/ethnic groups (Black, Hispanic, White). Each district was flagged for more than one of those disability categories and more than one racial/ethnic group.

The State held face to face meetings with district leadership including the special education director regarding the findings of noncompliance. The State directed these districts to develop improvement plans and participate in targeted technical assistance to correct the noncompliance.

Districts have actively participated in multiple technical assistance sessions which have directly impacted eligibility policies, procedures, and practices. Through revision of policies, procedures, and practice and targeted technical assistance, all three districts have corrected non-compliance. Verification of correction of non-compliance occurred via

- monitoring of district negotiated agreements and corrective action plans by RIDE and/or
- examination of evidence of revised policies, procedures, and practices submitted to RIDE and/or
- student file reviews and
- examination of data

The verification activities are tailored to the particular case of noncompliance. For example, where practices led to inappropriate identification, RIDE required the district to provide evidence of training to district staff to change practices. This training was provided by RIDE in coordination with the Northern RI Collaborative Systems of Support Technical Assistance Project on a monthly basis for the duration of the school year. Each monthly session builds upon the previous session and on the district work completed in the interim.

### **Indicator 13 Secondary Transition (from Indicator 13)**

#### **Transition (Indicator 13) Verification of Correction (either timely or subsequent)**

RIDE facilitated an in-district data review with the LEA with the largest number of records reported in all three categories and reviewed the records with the Special Education Director. This was a verification of the process used with all districts and the review results were verified and accurate.

For the 113 records that were not entered into the special education census properly, the districts were directed to make the necessary corrections in the next special education data upload. This was assisted by the installation of the error feature in the special education census which would not allow a record to be entered into the system without the transition data fields on the IEP being complete. Special education directors reported that the use of the data entry error feature, zero records were entered into the system without the required information. In these instances, the records were returned to the individual schools for the IEP to be corrected.

RIDE identified 28 findings (LEAs with non-compliant IEPs) of non-compliance for indicator 13 for the 72 non-compliant IEPs. RIDE verified that each IEP team would be reconvened within 60 days and the transition requirements would be met. The LEA Special Education Director signed the assurance that the non-compliant IEPs would be corrected within 60 days. This was further assisted by the error feature installed in the special education census which will not allow a record to be entered without the required transition information.

#### **Indicator 13 Data in Rhode Island (collection and verification)**

RIDE is has decided to utilize the special education census as a means to monitor compliance with this indicator. As the data is collected by each district form every IEP form and entered into the RIDE census data system, RIDE is able to target LEA's with poor compliance for this indicator and provide targeted intervention. This method was initially chosen over utilization of the monitoring process because it allowed RIDE to monitor every IEP for essential compliance with this indicator.

In October 2005, RIDE provided guidance to all LEAs regarding the changes in IDEA 2004 related to the secondary transition requirements. This guidance included information of the development of measurable transition goals, Summary of Performance and other relevant changes. In February 2006 RIDE released an index of transition assessment instruments that

schools may consider for meeting the measurable transition goal requirement and a series of trainings were offered for district personnel through the five Regional Transition Centers. Rhode Island hosted a statewide transition conference in April 2008 which featured many transition assessment tools and transition practices related to compliance on this indicator. Training and technical assistance has continued in 2008 and into 2009 with the release of a revised Transition Assessment Tools Guide for districts and a series of one day conferences devoted to transition assessment practices.

In December 2006 LEAs were required to begin reporting to RIDE, through the special education census, the completion of two sections of each student's IEP for students age 16 and above.

1. If the student was present at the IEP meeting, and
2. If the transition (long term) goal section of the IEP was completed for goals in employment, post-secondary education, independent living and community participation. If goals were not reported in each area, then the LEA would report if the rationale section for not having transition goals was completed or not.

Rhode Island requires LEAs to use the state IEP form so recovery of this information is consistent across all LEAs.

The data collected for 2006 APR was not complete. As the data was tabulated in 2006, RIDE discovered that some LEA's were not recording the data required or were not recording the data correctly. As a result, RIDE has installed an error feature on the census system that prevented the submission of a record without these fields being completed correctly. This feature went into full effect with the June 2007 census report and has allowed RIDE to report all LEA's in the 2007 APR.

RIDE was not able to verify data for district level compliance for this indicator for FY2006 due to the absence of valid and reliable data. RIDE was unable to address timely correction due to the absence of data, this has been corrected for FY2007. *Thus, there is no correction to report in the body of this indicator, the body of Indicator 13, or in the correction of noncompliance worksheet for FFY 2006. FFY 2007 is reported on in the correction of noncompliance worksheet as well as the body of Indicator 13.*

Although institution of the error feature in the special education census has allowed RIDE to report if the student participated in the IEP meeting and if measurable goals for transition were developed (and if not a rationale was provided), this does not fully address the portion of this indicator which states that goals "will reasonably enable the student to meet the post-secondary goals". To address this portion of the indicator, RIDE developed features in the new state IEP form which went into effect July 1, 2008. The following table indicates the data that will be collected through the state special education census from the new IEP form. (The Rhode Island state IEP form and instructions may be viewed at:

<http://www.ritap.org/iep/publications/publication.html>)

The 2009 census includes the required data for indicator 13. Through the RIDE School Support System focused monitoring process (compliance monitoring), RIDE has always monitored LEAs for compliance with the secondary transition requirements of IDEA. This has been completed through record review, student and parent interview and on-site monitoring. LEAs with issues of noncompliance for the transition requirements are notified in the School Support report and are provided a deadline for compliance. RIDE schedules a verification follow-up visit/review to ensure compliance with noncompliant items based on the nature of the issue, but no more than one year from the release of the report. Although the number of record review is not large enough to allow sampling for Indicator 13, RIDE has drafted a protocol to examine records for complete compliance with indicator 13. The protocol is being piloted on two School Support System reviews in early 2010. The finalized protocol is expected for full implementation in September 2010. On-site record examination coupled with data generated through the special education census will provide RIDE with a complete picture of compliance for each LEA on Indicator 13.

**Revisions, with Justification, to Improvement Activities / Timelines / Resources for FFY 2008 (if applicable):** No revisions at this time.

**Additional Information Required by the OSEP APR Response Table (if applicable)**

<b>Statement from the Response Table</b>	<b>State's Response</b>
The State must demonstrate in the FFY 2008 APR that the State corrected the remaining findings of noncompliance that were not corrected in the FFY 2007 APR.	All FFY 2006 findings are corrected and that is detailed in the body of this indicator
Review and revise improvement activities, if appropriate, to ensure to ensure timely corrected noncompliance identified by the state in 2007	All actions taken (improvement and verification) to ensure timely corrected noncompliance identified by the state in 2007 are outlined in the body of this indicator
In reporting on correction of noncompliance the State must report 1.) Corrected all instances of noncompliance and 2.) Verified that each LEA with identified noncompliance is correctly implementing the specific regulatory requirements.	All correction of noncompliance is 1.) Corrected and accounted for and 2.) Verified that each LEA with identified noncompliance is correctly implementing the specific regulatory requirements. All noncompliance findings have been corrected and verified with the exception of Indicator 11 (18 findings). Additional information on these findings and the steps taken to ensure future correction are detailed in the body of the indicator.
In addition to responding to Indicators 4, 9, 10, 11, and 13 in FFY 2009 APR, the State must report on correction of noncompliance described in the table under those indicators.	The correction of noncompliance described in the table under those indicators is detailed in the body of this indicator. The correction of noncompliance worksheet is also submitted.
The State must use the Indicator 15 worksheet.	The State continues to use and submit the Indicator 15 worksheet (correction of noncompliance).

**Part B State Annual Performance Report (APR) for 2008-2009**

**Overview of the Annual Performance Report Development:**

The Rhode Island Department of Education (RIDE) first compiled and analyzed data for the development of the Annual Performance Report/State Performance Plan (SPP) utilizing the

expertise of internal personnel. A draft along with the data was reviewed with the Rhode Island Special Education Advisory Committee (RISEAC). RISEAC advises the Commissioner and Board of Regents for Elementary and Secondary Education on matters concerning: (a) the unmet educational needs of children with disabilities; (b) comments publicly on any rules or regulations proposed by the State regarding the education of children with disabilities; (c) advises the Rhode Island Department of Education in developing evaluations and reporting on data to the Secretary under section 618 of the IDEA; (d) advises the RIDE in developing corrective action plans to address findings identified in Federal Monitoring Reports under Part B of the IDEA; and (e) advises the RIDE in developing and implementing policies relating to the coordination of services for children with disabilities. Membership of the committee is composed of individuals involved in or concerned with the education of children with disabilities. Parents of children with disabilities birth through 26 maintain the majority of the Committee Membership. The Membership also includes individuals with disabilities, teachers, representatives of institutions of higher education, private schools, charter schools, state and local education officials, administrators of programs for children with disabilities foster care and homelessness, vocational, community or business organizations, juvenile and adult corrections and State Child Serving Agencies. The SEAC reviewed the draft and provided suggestions and input. These were incorporated into the final copy of this document. Progress and slippage in meeting the targets in the SPP are discussed in detail in each indicator submitted to OSEP. All indicators are publicly available on the RIDE website at the following link:

[http://www.ride.ri.gov/Special\\_Populations/State\\_federal\\_regulations/Default.aspx](http://www.ride.ri.gov/Special_Populations/State_federal_regulations/Default.aspx).

Each year RIDE publicly reports per 34 CFR 300.602(b)(1)(i)(A). This year per OSEP, RIDE will publicly report on Indicators 1, 2, 3, 4A, 5, 8, 9, 10, 11, 12, 13, and 14. This, per OSEP, will occur no later than June 2, 2010. The link to access Rhode Island's public reporting information which details the performance of each LEA on the targets in the SPP is:

[https://www.eride.ri.gov/eride2K5/SPED\\_PublicReporting/](https://www.eride.ri.gov/eride2K5/SPED_PublicReporting/).

#### **Monitoring Priority: Effective General Supervision Part B / General Supervision**

**Indicator 16:** Percent of signed written complaints with reports issued that were resolved within 60-day timeline or a timeline extended for exceptional circumstances with respect to a particular complaint, or because the parent (or individual or organization) and the public agency agree to extend the time to engage in mediation or other alternative means of dispute resolution, if available in the State.

(20 U.S.C. 1416(a)(3)(B))

**Measurement:** Percent =  $[(1.1(b) + 1.1(c)) \text{ divided by } 1.1] \text{ times } 100$ .

<b>FFY</b>	<b>Measurable and Rigorous Target</b>
<i>(Insert FFY)</i>	<b>Target set by Secretary at 100%</b>

**Actual Target Data for (2008-2009)**

100%

**Discussion of Improvement Activities Completed and Explanation of Progress or Slippage that occurred for *(Insert FFY)*:**

New procedures that are now in place have worked to insure that all complaints are handled within the required timelines, and parents and districts receive opportunities to work through any issues outside of the due process system. These new procedures include a second person tracking timelines. These timelines begin only after all necessary documentation is received from the complainant, and providing districts and parents with an additional opportunity to resolve the dispute prior to the initiation of the complaint process. In addition, technical assistance offered by OSEP and other regional technical assistance groups, such as the Northeast Regional Resource Center, will be utilized to insure improvements over the complaint system for the following years.

**Justification, to Proposed Targets / Improvement Activities / Timelines / Resources for *(Insert FFY)* None at this time**

## Part B State Annual Performance Report (APR) for 2008-2009

### Overview of the Annual Performance Report Development:

The Rhode Island Department of Education (RIDE) first compiled and analyzed data for the development of the Annual Performance Report/State Performance Plan (SPP) utilizing the expertise of internal personnel. A draft along with the data was reviewed with the Rhode Island Special Education Advisory Committee (RISEAC). RISEAC advises the Commissioner and Board of Regents for Elementary and Secondary Education on matters concerning: (a) the unmet educational needs of children with disabilities; (b) comments publicly on any rules or regulations proposed by the State regarding the education of children with disabilities; (c) advises the Rhode Island Department of Education in developing evaluations and reporting on data to the Secretary under section 618 of the IDEA; (d) advises the RIDE in developing corrective action plans to address findings identified in Federal Monitoring Reports under Part B of the IDEA; and (e) advises the RIDE in developing and implementing policies relating to the coordination of services for children with disabilities. Membership of the committee is composed of individuals involved in or concerned with the education of children with disabilities. Parents of children with disabilities birth through 26 maintain the majority of the Committee Membership. The Membership also includes individuals with disabilities, teachers, representatives of institutions of higher education, private schools, charter schools, state and local education officials, administrators of programs for children with disabilities foster care and homelessness, vocational, community or business organizations, juvenile and adult corrections and State Child Serving Agencies. The SEAC reviewed the draft and provided suggestions and input. These were incorporated into the final copy of this document. Progress and slippage in meeting the targets in the SPP are discussed in detail in each indicator submitted to OSEP. All indicators are publicly available on the RIDE website at the following link:

[http://www.ride.ri.gov/Special\\_Populations/State\\_federal\\_regulations/Default.aspx](http://www.ride.ri.gov/Special_Populations/State_federal_regulations/Default.aspx).

Each year RIDE publicly reports per 34 CFR 300.602(b)(1)(i)(A). This year per OSEP, RIDE will publicly report on Indicators 1, 2, 3, 4A, 5, 8, 9, 10, 11, 12, 13, and 14. This, per OSEP, will occur no later than June 2, 2010. The link to access Rhode Island's public reporting information which details the performance of each LEA on the targets in the SPP is:

[https://www.eride.ri.gov/eride2K5/SPED\\_PublicReporting/](https://www.eride.ri.gov/eride2K5/SPED_PublicReporting/).

### Monitoring Priority: Effective General Supervision Part B / General Supervision

**Indicator 17:** Percent of adjudicated due process hearing requests that were adjudicated within the 45-day timeline or a timeline that is properly extended by the hearing officer at the request of either party or in the case of an expedited hearing, within the required timelines.

(20 U.S.C. 1416(a)(3)(B))

**Measurement:** Percent = [(3.2(a) + 3.2(b)) divided by 3.2] times 100.

FFY	Measurable and Rigorous Target
(2008-2009)	Target set by Secretary at 100%



**Actual Target Data for (2008-2009):****100%****Discussion of Improvement Activities Completed and Explanation of Progress or Slippage that occurred for (2008-2009):**

This data represents timelines ending when due process hearings are issued, not when the hearing is concluded. All hearing officers are aware of the timelines, and have been instructed to adhere to the all timelines, including timelines adjusted by 34 CFR 300.510(c).

The hearing decisions are available to the state advisory panel, and discussion of the hearing decision and overall due process information is reviewed on a biannual basis (more upon request) with the state advisory panel. This opportunity is used to inform the state advisory panel of any subsequent decisions or issues affecting the state.

It should be noted that due to a data entry error the Table 7 submitted to DAC in the fall of 2009 contained incorrect information regarding 3.2, 3.2b, and 3.3. RIDE has resubmitted the revised document to DAC with the correct information and also submitted that same revised Table 7 with this indicator to OSEP.

**Discussion of Improvement Activities Completed and Explanation of Progress or Slippage that occurred for 2008-2009:**

Technical assistance, including hearing officer training, offered by OSEP and other regional technical assistance groups, such as the Northeast Regional Resource Center, will be utilized to insure improvements over the due process system.

The process currently used includes the following:

- Written request for a hearing received by RIDE
- RIDE assigns hearing officer on a rotating basis
- Notice to Hearing officers includes pre-hearing conference date and other timelines
- Hearing officer conducts independent hearing
- RIDE monitors timelines
- RIDE collects data and final decisions
- RIDE provides trainings to hearing officers

**Revisions, with Justification, to Proposed Targets / Improvement Activities / Timelines / Resources for (Insert FFY)**

*None at this time*

## Part B State Annual Performance Report (APR) for 2008-2009

### Overview of the Annual Performance Report Development:

The Rhode Island Department of Education (RIDE) first compiled and analyzed data for the development of the Annual Performance Report/State Performance Plan (SPP) utilizing the expertise of internal personnel. A draft along with the data was reviewed with the Rhode Island Special Education Advisory Committee (RISEAC). RISEAC advises the Commissioner and Board of Regents for Elementary and Secondary Education on matters concerning: (a) the unmet educational needs of children with disabilities; (b) comments publicly on any rules or regulations proposed by the State regarding the education of children with disabilities; (c) advises the Rhode Island Department of Education in developing evaluations and reporting on data to the Secretary under section 618 of the IDEA; (d) advises the RIDE in developing corrective action plans to address findings identified in Federal Monitoring Reports under Part B of the IDEA; and (e) advises the RIDE in developing and implementing policies relating to the coordination of services for children with disabilities. Membership of the committee is composed of individuals involved in or concerned with the education of children with disabilities. Parents of children with disabilities birth through 26 maintain the majority of the Committee Membership. The Membership also includes individuals with disabilities, teachers, representatives of institutions of higher education, private schools, charter schools, state and local education officials, administrators of programs for children with disabilities foster care and homelessness, vocational, community or business organizations, juvenile and adult corrections and State Child Serving Agencies. The SEAC reviewed the draft and provided suggestions and input. These were incorporated into the final copy of this document. Progress and slippage in meeting the targets in the SPP are discussed in detail in each indicator submitted to OSEP. All indicators are publicly available on the RIDE website at the following link:

[http://www.ride.ri.gov/Special\\_Populations/State\\_federal\\_regulations/Default.aspx](http://www.ride.ri.gov/Special_Populations/State_federal_regulations/Default.aspx).

Each year RIDE publicly reports per 34 CFR 300.602(b)(1)(i)(A). This year per OSEP, RIDE will publicly report on Indicators 1, 2, 3, 4A, 5, 8, 9, 10, 11, 12, 13, and 14. This, per OSEP, will occur no later than June 2, 2010. The link to access Rhode Island's public reporting information which details the performance of each LEA on the targets in the SPP is:

[https://www.eride.ri.gov/eride2K5/SPED\\_PublicReporting/](https://www.eride.ri.gov/eride2K5/SPED_PublicReporting/).

### Monitoring Priority: Effective General Supervision Part B / General Supervision

**Indicator 18:** Percent of hearing requests that went to resolution sessions that were resolved through resolution session settlement agreements.

(20 U.S.C. 1416(a)(3)(B))

**Measurement:** Percent = (3.1(a) divided by 3.1) times 100.

FFY	Measurable and Rigorous Target
(2008-2009)	Target set at 45%

**Actual Target Data for (Insert FFY):**

41%

**Discussion of Improvement Activities Completed and Explanation of Progress or Slippage that occurred for (2007-2008):**

The reason the target hit was slightly below the target set was in part due to the fact that improvement activities for all due process systems include communication and opportunity to resolve disputes prior to filing for a due process hearing. Because parents and districts have more opportunities to resolve disputes prior to initiation of a due process hearing, it is less likely that a resolution meeting will result in an agreement.

A new data system has been developed requiring districts to record and report resolution sessions to the Department of Education. Data collected will include if and when a resolution session is held, if mediation is used in place of the resolution session (and if the parties agree to continue mediation after the 30 day timeline and if/when a party withdraws from mediation), the result of the resolution session, whether or not the resolution session was waived by both parties, and if the parties agree in writing that no agreement is possible. If the resolution session is waived, mediation extends beyond the 30 day timeline, or both parties agree that no agreement can be reached prior to the 30 day timeline, then notification will be sent to the Department of Education, and the Department will adjust the timelines and inform the hearing officer. Additionally, a database has been created to electronically record this relevant data. This will improve data collection and ensure that timelines for hearings are adhered to. Technical assistance offered by OSEP will be included in the new data collection system.

**Revisions, with Justification, to Proposed Targets / Improvement Activities / Timelines / Resources for (Insert FFY)**

*None at this time.*

## Part B State Annual Performance Report (APR) for 2008-2009

### Overview of the Annual Performance Report Development:

The Rhode Island Department of Education (RIDE) first compiled and analyzed data for the development of the Annual Performance Report/State Performance Plan (SPP) utilizing the expertise of internal personnel. A draft along with the data was reviewed with the Rhode Island Special Education Advisory Committee (RISEAC). RISEAC advises the Commissioner and Board of Regents for Elementary and Secondary Education on matters concerning: (a) the unmet educational needs of children with disabilities; (b) comments publicly on any rules or regulations proposed by the State regarding the education of children with disabilities; (c) advises the Rhode Island Department of Education in developing evaluations and reporting on data to the Secretary under section 618 of the IDEA; (d) advises the RIDE in developing corrective action plans to address findings identified in Federal Monitoring Reports under Part B of the IDEA; and (e) advises the RIDE in developing and implementing policies relating to the coordination of services for children with disabilities. Membership of the committee is composed of individuals involved in or concerned with the education of children with disabilities. Parents of children with disabilities birth through 26 maintain the majority of the Committee Membership. The Membership also includes individuals with disabilities, teachers, representatives of institutions of higher education, private schools, charter schools, state and local education officials, administrators of programs for children with disabilities foster care and homelessness, vocational, community or business organizations, juvenile and adult corrections and State Child Serving Agencies. The SEAC reviewed the draft and provided suggestions and input. These were incorporated into the final copy of this document. Progress and slippage in meeting the targets in the SPP are discussed in detail in each indicator submitted to OSEP. All indicators are publicly available on the RIDE website at the following link:

[http://www.ride.ri.gov/Special\\_Populations/State\\_federal\\_regulations/Default.aspx](http://www.ride.ri.gov/Special_Populations/State_federal_regulations/Default.aspx).

Each year RIDE publicly reports per 34 CFR 300.602(b)(1)(i)(A). This year per OSEP, RIDE will publicly report on Indicators 1, 2, 3, 4A, 5, 8, 9, 10, 11, 12, 13, and 14. This, per OSEP, will occur no later than June 2, 2010. The link to access Rhode Island's public reporting information which details the performance of each LEA on the targets in the SPP is:

[https://www.eride.ri.gov/eride2K5/SPED\\_PublicReporting/](https://www.eride.ri.gov/eride2K5/SPED_PublicReporting/).

### Monitoring Priority: Effective General Supervision Part B / General Supervision

**Indicator 19:** Percent of mediations held that resulted in mediation agreements.

(20 U.S.C. 1416(a)(3)(B))

#### Measurement:

Percent = [(2.1(a)(i) + 2.1(b)(i)) divided by 2.1] times 100.

FFY	Measurable and Rigorous Target
(Insert FFY)	Target set by Secretary at 100%

**Actual Target Data for (2008-2009):**

80%

**Discussion of Improvement Activities Completed and Explanation of Progress or Slippage that occurred for (2008-2009):**

The process currently used includes the following:

- Request for mediation can be taken in writing, by phone, or in person

- Intake sheet with timelines completed

- Mediator appointed on a rotating basis

- Mediator conducts the mediation

- Mediator file sent to RIDE following mediation

- RI Department of Education (RIDE) completes data collection and case is closed

The mediation system continues to operate at a high level of performance. Staff contracted by the RI Department of Education will encourage the use of mediation to resolve disputes. The Rhode Island Technical Assistance Project performed mediator trainings this past year which included changes in the state special education regulations and the new state IEP form.

RI's percentage of 80% is slightly under the last APR percentage of 84%. This slippage could be attributed to the parties' choice to not agree to a mediation agreement but rather 1.) to continue to informally dialogue a resolution after the mediation session has officially ended; 2.) the parties may chose to move forward with a due process hearing. Staff contracted by the RI Department of Education will renew efforts to encourage the use of mediation to resolve disputes. Mediation training will continue to be provided on an ongoing basis.

**Revisions, with Justification, to Proposed Targets / Improvement Activities / Timelines / Resources for (2008-2009)**

*None at this time.*

## Part B State Annual Performance Report (APR) for Rhode Island

### Overview of the Annual Performance Report Development:

#### Monitoring Priority: Effective General Supervision Part B / General Supervision

**Indicator 20:** State reported data (618 and State Performance Plan and Annual Performance Report) are timely and accurate.

(20 U.S.C. 1416(a)(3)(B))

#### Measurement:

State reported data, including 618 data, State Performance Plan, and Annual Performance Reports, are:

- a. Submitted on or before due dates (February 1 for child count, including race and ethnicity; placement; November 1 for exiting, discipline, personnel and dispute resolution; and February 1 for Annual Performance Reports and assessment); and
- b. Accurate, including covering the correct year and following the correct measurement.

States are required to use the "Indicator 20 Scoring Rubric" for reporting data for this indicator.

**Applied:** See Indicator 20 Worksheet

Table 20.1a

FFY	School Year	Measureable & Rigorous Target	Actual
2006	2006-2007	100% Timeliness & 100% Accuracy	80.7%
2007	2007-2008	100% Timeliness & 100% Accuracy	81.7%
2008	2008-2009	100% Timeliness & 100% Accuracy	100%

SPP/APR Data - Indicator 20 Worksheet			
APR Indicator	Valid and Reliable	Correct Calculation	Total
1	1		1
2	1		1
3A	1	1	2
3B	1	1	2
3C	1	1	2
4A	1	1	2
5	1	1	2
7	1	1	2
8	1	1	2
9	1	1	2
10	1	1	2
11	1	1	2
12	1	1	2
13	N/A	N/A	0
14	* N/A	* N/A	0
15	1	1	2
16	1	1	2
17	1	1	2
18	1	1	2
19	1	1	2
		<b>Subtotal</b>	34
<b>APR Score Calculation</b>	<b>Timely Submission Points</b> - If the FFY 2008 APR was submitted on-time, place the number 5 in the cell on the right.		5

	<b>Grand Total</b> - (Sum of subtotal and Timely Submission Points) =	39.00
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<b>618 Data - Indicator 20 Worksheet</b>					
Table	Timely	Complete Data	Passed Edit Check	Responded to Data Note Requests	Total
<b>Table 1 - Child Count</b> Due Date: 2/1/09	1	1	1	1	4
<b>Table 2 - Personnel</b> Due Date: 11/1/09	1	1	1	1	4
<b>Table 3 - Ed. Environments</b> Due Date: 2/1/09	1	1	1	1	4
<b>Table 4 - Exiting</b> Due Date: 11/1/09	1	1	1	1	4
<b>Table 5 - Discipline</b> Due Date: 11/1/09	1	1	1	1	4
<b>Table 6 - State Assessment</b> Due Date: 2/1/10	1	1	1	1	4
<b>Table 7 - Dispute Resolution</b> Due Date: 11/1/09	1	1	1	1	4
				<b>Subtotal</b>	28
<b>618 Score Calculation</b>			<b>Grand Total</b> (Subtotal X 1.857) =		51.996

<b>Indicator #20 Calculation</b>	
A. APR Grand Total	39.00
B. 618 Grand Total	52.00
C. APR Grand Total (A) + 618 Grand Total (B) =	91.00
Total N/A in APR	0
Total N/A in 618	0
<b>Base</b>	<b>78.00</b>
D. Subtotal (C divided by Base*) =	1.000
E. Indicator Score (Subtotal D x 100) =	100.00

**Actual Target Data for FFY 08:** 100% (See Table 20.1a above)

In using the Rubric (see above) Rhode Island measured 100% for this indicator. All of the APR indicators were reported as reliable and valid with correct calculations. The Section 618 Data Tables were all submitted on time, were complete and passed all the edit checks. Any data notes that were requested were provided.

Indicator 20 issues in FY07:

For FY07 the rubric was not included in the SPP/APR document. For FY08 the rubric was incorporated into Indicator 20 document (See Above).

For FY07 Table 5 – Discipline (with all revisions/corrections/edits) was not submitted in a timely manner. For FY08 this reporting was submitted on time. To achieve this, the Discipline data was incorporated into the enrollment reporting process. To ensure more accurate reporting of this data, the data reported by each LEA is compared with the average number reported by each district for the last five years. For any LEA whose reported number fluctuates more than 10% over the average reported in the last five years, then the data is

investigated by the LEA and the LEA must either provide a corrected number or provide data notes as to why the numbers exceeded the 10% range.

For FY07 Table 7 – Dispute Resolution report was not submitted on time. The person who was responsible for completing this report has left. A more effective system was put into place to compile this information and the data was reported prior to the deadline.

**Discussion of Improvement Activities Completed and Explanation of Progress or Slippage that occurred for FFY08:**

**Status of APR Improvement Activities/Timelines/Resources for Indicator 20 (FFY 08)**

<b>Improvement Activities</b>	<b>Timelines</b>	<b>Results of the Activity</b>	<b>Impact of the Activity</b>
Continue to develop, refine eRIDE system to maintain database and performance of the system for the identification and correction of IDEA non-compliance.	July 2007 and onward	Met all deadlines.	Positive.
Provide more training and documentation in accordance with Referral and Evaluation Process Within 60 Days (Special Ed Initial Evaluation System).	July 2007 and onward.	Statewide, the compliance rate for Indicator 11 went from 64% in FY07 to 85% in FY08.	Positive.
Continue to meet with LEA data managers on a bi-weekly basis to collaborate, coordinate, and further develop policies and procedures to improve data quality and the data collection process.	Ongoing.	Met all deadlines.	Positive.
Continue to work with other offices within RIDE as well as LEAS to ensure more timeliness for meeting	Ongoing.	Met all deadlines.	Positive.



data reporting requirements.  State will incorporate the OSEP Rubric into Indicator 20.	For SPP/APR reporting annually.	Rubric will clearly display how RIDE did on meeting data reporting deadlines.	Positive.
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Improvement Activities	Timelines	Results of the Activity	Impact of the Activity
<p>Move the data from eRIDE to the Data Warehouse to accelerate the processing of the data to meet the federal reporting deadline. Starting with the Child Count, Educational Environment and Exiting Data.</p> <p>The difficulties demonstrated in evaluating three data sources underscore the importance of developing greater consistency in the data collection system. The state has continued to work toward a data collection effort focused on collaborating with the Department of Human Services to issue a unique student identifier (SASID) to all children enrolled in Early Intervention. An interagency agreement signed by the Commissioner of Education and Director of the Department of Human Services review allowing Part C to assign children a unique identifier that could be used by both Part C and Part B has been delayed. RIDE continues to be committed to use of this identifier which would allow for the</p>	<p>The timeline on this right now is not clear. Revisions must be made to the data warehouse before this can proceed.</p> <p>This is Ongoing.</p>	<p>Will have no Impact on meeting deadlines.</p> <p>This seems to work.</p>	<p>Neither positive or negative effect on meeting deadlines.</p> <p>Positive, gets the job done.</p>

<p>unequivocal determination whether children who were referred from EI and were determined to be eligible for special education services, had an IEP developed and implemented by their third birthday. With a shared unique identifier, the state will be able to compare the information provided by Part C, the date of birth, and the initial date of the child's IEP. The state views this as the most reliable method of collecting the data required for this indicator. Additionally, the implementation of the unique student identifier has the potential to reduce the number of late referrals to transition. This work has been delayed due to fiscal constraints, personnel changes as well as work force capacity at the Department of Human Services (DHS). The fiscal constraints are related to the cost of building a new field for the SASID within the Part C data collection system. The time required to regularly assign new Part C students a SADID is the primary workforce capacity issue. Recently, the state began to explore the possibility of linking the SASID with the Kidsnet data system managed by the Department of Health. Kidsnet is a large data system which includes public health information on all children in Rhode</p>	<p>The contract with the vendor has expired.</p>	<p>The results were positive, but costly.</p>	<p>Will have to have another method to accomplish this task.</p>
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<p>Island. Part C programs in RI enter information into Kidsnet. Linking the RIDE student identifier to the Kidsnet data system would eliminate many of the barriers to the data sharing between Part C and Part B. The system would require only minor revision which decreases the cost and Kidsnet is more user friendly which decreases the personnel expense. At this time, Part B staff are drafting a proposal for review by the legal department.</p> <p>Continue to work with vendor on the State Reporting Module to further ensure data accuracy for the data warehouse.</p> <p>To replace the State Reporting Module created by the vendor, a module was created in-house, which accomplishes the same purpose to ensure data accuracy.</p>	<p>2008 onward.</p>	<p>This will enable RIDE to make updates and modifications to the system to ensure data accuracy.</p>	<p>Positive. This will be ongoing and written with a RIDE platform for easy maintenance and update. More cost effective.</p>
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Rhode Island  
Attachment 1: Part B Indicator 15 Worksheet  
(Submitted Feb.1, 2010)

**PART B INDICATOR 15 WORKSHEET**

<b>Indicator/Indicator Clusters</b>	<b>General Supervision System Components</b>	<b># of LEAs Issued Findings in FFY 2007 (7/1/07 to 6/30/08)</b>	<b>(a) # of Findings of noncompliance identified in FFY 2007 (7/1/07 to 6/30/08)</b>	<b>(b) # of Findings of noncompliance from (a) for which correction was verified no later than one year from identification</b>
1. Percent of youth with IEPs graduating from high school with a regular diploma.	Monitoring Activities: Self-Assessment/ Local APR, Data Review, Desk Audit, On-Site Visits, or Other	0	0	0
2. Percent of youth with IEPs dropping out of high school.				
14. Percent of youth who had IEPs, are no longer in secondary school and who have been competitively employed, enrolled in some type of postsecondary school, or both, within one year of leaving high school.	Dispute Resolution: Complaints, Hearings	0	0	0
3. Participation and performance of children with disabilities on statewide assessments.	Monitoring Activities: Self-Assessment/ Local APR, Data Review, Desk Audit, On-Site Visits, or Other	0	0	0
7. Percent of preschool children with IEPs who demonstrated improved outcomes.				
	Dispute Resolution: Complaints, Hearings	0	0	0

Indicator/Indicator Clusters	General Supervision System Components	# of LEAs Issued Findings in FFY 2007 (7/1/07 to 6/30/08)	(a) # of Findings of noncompliance identified in FFY 2007 (7/1/07 to 6/30/08)	(b) # of Findings of noncompliance from (a) for which correction was verified no later than one year from identification
4A. Percent of districts identified as having a significant discrepancy in the rates of suspensions and expulsions of children with disabilities for greater than 10 days in a school year.	Monitoring Activities: Self-Assessment/ Local APR, Data Review, Desk Audit, On-Site Visits, or Other	3	3	3
	Dispute Resolution: Complaints, Hearings	0	0	0
5. Percent of children with IEPs aged 6 through 21 -educational placements.  6. Percent of preschool children aged 3 through 5 – early childhood placement.	Monitoring Activities: Self-Assessment/ Local APR, Data Review, Desk Audit, On-Site Visits, or Other	0	0	0
	Dispute Resolution: Complaints, Hearings	0	0	0
8. Percent of parents with a child receiving special education services who report that schools facilitated parent involvement as a means of improving services and results for children with disabilities.	Monitoring Activities: Self-Assessment/ Local APR, Data Review, Desk Audit, On-Site Visits, or Other	Not applicable. State level performance is measured for this indicator.	Not applicable. State level performance is measured for this indicator.	Not applicable. State level performance is measured for this indicator.
	Dispute Resolution: Complaints, Hearings	0	0	0
9. Percent of districts with disproportionate representation of racial and ethnic groups in special education that is the result of inappropriate	Monitoring Activities: Self-Assessment/ Local APR, Data Review, Desk Audit, On-Site Visits, or Other	4 for #9 5 for #10	4 for #9 5 for #10	4 for #9 5 for #10

Indicator/Indicator Clusters	General Supervision System Components	# of LEAs Issued Findings in FFY 2007 (7/1/07 to 6/30/08)	(a) # of Findings of noncompliance identified in FFY 2007 (7/1/07 to 6/30/08)	(b) # of Findings of noncompliance from (a) for which correction was verified no later than one year from identification
identification.  10. Percent of districts with disproportionate representation of racial and ethnic groups in specific disability categories that is the result of inappropriate identification.	Dispute Resolution: Complaints, Hearings	0	0	0
11. Percent of children who were evaluated within 60 days of receiving parental consent for initial evaluation or, if the State establishes a timeframe within which the evaluation must be conducted, within that timeframe.	Monitoring Activities: Self-Assessment/ Local APR, Data Review, Desk Audit, On-Site Visits, or Other	36	36	18
	Dispute Resolution: Complaints, Hearings	5	8	8
12. Percent of children referred by Part C prior to age 3, who are found eligible for Part B, and who have an IEP developed and implemented by their third birthdays.	Monitoring Activities: Self-Assessment/ Local APR, Data Review, Desk Audit, On-Site Visits, or Other	1	5	5
	Dispute Resolution: Complaints, Hearings	1	1	1
13. Percent of youth aged 16 and above with IEP that includes coordinated, measurable, annual IEP goals and transition services that will reasonably enable student to meet the post-secondary goals.	Monitoring Activities: Self-Assessment/ Local APR, Data Review, Desk Audit, On-Site Visits, or Other	28	28	28
	Dispute Resolution: Complaints, Hearings	0	0	0

Indicator/Indicator Clusters	General Supervision System Components	# of LEAs Issued Findings in FFY 2007 (7/1/07 to 6/30/08)	(a) # of Findings of noncompliance identified in FFY 2007 (7/1/07 to 6/30/08)	(b) # of Findings of noncompliance from (a) for which correction was verified no later than one year from identification
Other areas of noncompliance:	Monitoring Activities: Self-Assessment/ Local APR, Data Review, Desk Audit, On-Site Visits, or Other	9	113	113
	Dispute Resolution: Complaints, Hearings	22	31	31
Sum the numbers down Column a and Column b			234	216
Percent of noncompliance corrected within one year of identification = (column (b) sum divided by column (a) sum) times 100.			(b) / (a) X 100 =	92%





